A Study of the School System Secretary-Treasurer in Alberta

Prepared by
Peat, Marwick and Partners

for:

planning & research

Alberta
EDUCATION

A STUDY OF THE SCHOOL SYSTEM

SECRETARY-TREASURER

IN ALBERTA

PEAT, MARWICK and PARTNERS

under contract to Alberta
Education
Edmonton, Alberta, Canada

APRIL, 1979

April 30, 1979

Mr. W.L. Hill
Associate Director
Planning and Research
Alberta Education
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Dear Mr. Hill:

From mid-1978 to early 1979, Peat, Marwick and Partners undertook a study of the position of school secretary-treasurer in the Alberta education system. The study examined the following facets of the position:

- legal position
- functions
- profile of secretary-treasurers
- conditions of employment
- recruitment practices
- role relationships.

The report, enclosed, details the approach which we took in conducting the study and summarizes our findings and conclusions. Study findings are based on a review of studies and legislation, personal discussions with some individuals in the Alberta education system and a questionnaire circulated to secretary-treasurers, trustees and superintendents.

STUDY FINDINGS

Legal Position

Legislation describes the legal position of the secretary-treasurer in Alberta. According to The School Act, divisions and districts are required to appoint a secretary-treasurer and notify the Minister of Education of the appointment. The act also requires boards to arrange for the bonding of individuals appointed to the position. Generally, boards have the authority to establish policies regarding duties and conditions of employment. However, special duties related to the secretary-treasurer's position as the corporate secretary of the board are set out in The School Act, The School Election Act, and The Municipal Election Act. A secretary-treasurer would be liable for offences committed in carrying out these duties.

In the county system, the council must appoint a secretary-treasurer with responsiblity for municipal as well as school affairs. The council is required to notify the Minister of Municipal Affairs in addition to the Minister of Education of the appointments. Like the school secretary-treasurer, the county secretary-treasurer must be bonded. While the duties and powers of school secretary-treasurers are not set out in legislation, the municipal duties of the county secretary-treasurer are described in The Municipal Goverment Act. The county secretary-treasurer is responsible for the special duties of a municipal secretary-treasurer as well as those of the school secretary-treasurer. Whereas boards in districts and divisions have flexibility in determining terms of employment, the county council is required to give the secretary-treasurer adequate notice and a fair hearing on dismissals.

In some larger counties an assistant secretary-

treasurer is appointed to perform the duties of the school secretary-treasurer. Because the intentions of The County Act are unclear, there have been conflicts between the board and the council over the appointment of an assistant secretary-treasurer for education.

All boards, unless exempted by the minister, are required to appoint a superintendent of schools as well as a secretary-treasurer. Section 65 of The School Act which permits the board to delegate any of its powers to the superintendent appears to imply that the superintendent is the more senior of the two officers in districts aand divisions. However, the legislation does not define in precise terms the relationship between the superintendent and the secretary-treasurer. Confusion exists in many counties over the role of these officers as well. While The School Act implies that the superintendent is the more senior of the two officials, it seems that The County Act intended the county secretary-treasurer to be the senior administrative official of the county as well as its committees.

Functions

The secretary-treasurer, an executive officer of the board, is primarily responsible for the corporate and financial affairs of the school jurisdiction. Many secretary-treasurers have also been delegated specific responsibility for transportation, purchasing, and property management. In most jurisdictions, the secretary-treasurer takes an active role in peronnel administration. About 70% of the respondents supervise non-instructional staff. Other personnel functions such as labour relations and the supervision of employee records are often performed by the secretary to the board. As well, most

secretary-treasurers assist the board in explaining policies to the public and in maintaining liaison with the municipality and the Department of Education.

Profile of Secretary-Treasurers

Although there are a substantial number under 35 years of age as well as a few nearing retirement, most of the secretary-treasurers are at the midpoint of their career. Sixty percent of the respondents are between the age of 35 and 54. Almost 1/3 of the positions are filled by women.

Approximately 40% of the secretary-treasurers have had some post-secondary education. More secretary-treasurers with post-secondary education had taken courses in business administration than in other disciplines. Besides formal schooling, most secretary-treasurers have benefited from courses through the Local Government Certificate Program, the Institute of Chartered Secretaries and Administrators or a recognized accounting institute. More than 25% of survey respondents plan to take additional course work.

The employment experiences of secretary-treasurers are diverse. While almost 40% have had previous experience in school business administration, other secretary-treasurers came to the position from public accounting practices, classroom teaching, government posts, or management positions with private industry. More than 1/2 of the secretary-treasurers have 5 years or more tenure in their present position. As well, most of the respondents indicated that they wished to remain in their present position. Some secretary-treasurers aspire to positions with larger school jurisdictions, municipalities, or private industry.

Conditions of Employment

Conditions of employment vary. Many secretary-treasurers earn between $20,000 and $30,000. On the other hand, part-time secretary-treasurers earn less than $15,000 while those employed by large city districts have incomes in excess of $35,000. Except in town and rural jurisdictions, most boards contribute to a pension plan, life insurance, and health care on behalf of the secretary-treasurer. As well, boards usually reimburse secretary-treasurers for expenses associated with their employment such as accommodation, meals, transportation, and fees. Approximately 1/4 of the respondents have a car allowance in addition to mileage. Although the majority of boards encourage the secretary-treasurer to take advantage of conferences and workshop, very few boards provide long term professional leave. Respondents generally had 3 to 4 weeks of vacation each year. Less than 10% of the secretary-treasurers have a contract specifying the conditions and terms of employment.

Role Relationships

One aspect of this study deals with role relationships involving the secretary-treasurer. We assessed the secretary-treasurer's relationship with the board, the superintendent, the Department of Education, and the School Business Officials of Alberta. In the county system, we also examined the relationship of the assistant secretary-treasurer for education and the county secretary-treasurer.

Relationship with the Board

Some secretary treasurers have concerns regarding their

relationship with the board. These concerns include:

- lack of input in policy decisions
- intervention by trustees in day-to-day administration
- lack of staff
- inadequate compensation and benefits.

While some secretary-treasurers felt that they lacked input in the policy making process, a few trustees thought the secretary-treasurer attempted to influence policy outside his areas of responsibility.

Relationship with
the Superintendent

Secretary-treasurers and superintendents identified problem areas which bear upon the relationship. The following problems were identified by some secretary-treasurers:

- lack of communication
- confusion over job responsiblities
- appointment of superintendents with limited experience in administration
- frequent turnover of superintendents in small jurisdictions.

A number of superintendents as well, expressed concern about communication, definition of job responsiblities and qualifications.

From survey responses and interview input, it appears that the relationship between the secretary-treasurer and the superintendent depends largely on the administrative structure in

the jurisdiction: unit, dual, or multiple administration. In jurisdictions with unit administration, the superintendent is the chief executive officer of the board and all other officers including the secretary-treasurer are responsible to the board through him. Both the superintendent and the secretary-treasurer are responsible to the board in dual systems while in jurisdictions with multiple control structures, maintenance or transportation supervisors report directly to the board as well. Survey results seem to indicate that unit administration is the preferred structure. Expressed advantages of unit administration over dual or multiple administration are:

- less confusion over job responsibilities in a unit system because the superintendent is responsible for designing an appropriate structure
- increased communication among senior officers of the board through an administrative council
- one individual has final authority for the operation of the system.

Although unit administration tends to facilitate communication and definition of job responsiblities, harmonious relations between the secretary-treasurer and the superintendent in unit systems also depend on the qualifications of each individual respect for established lines of authority, and adequate job descriptions.

Relationship with the
County Secretary-Treasurer

In some larger counties, an assistant secretary-

treasurers has been delegated responsibility for school affairs. Factors impinging on the relationship between the assistant secretary-treasurer and the county secretary-treasurer are:

- responsibility of the assistant secretary-treasurer to the board as well as to the county secretary-treasurer
- attempts by some superintendents to make the assistant secretary-treasurer his subordinate
- confusion over the functions of the assistant secretary-treasurer vis-a-vis the county secretary-treasurer.

Relationship with the Department

A number of secretary-treasurers voiced concerns regarding their relationship with the Department of Education. These concerns include:

- lack of career mobility within the department
- not a senior enough level position in the department through which a thorough understanding of the duties performed by secretary-treasurers can be vetted
- infrequent contact with field administrative officers.

Role of the School Business Officials of Alberta

Over 80% of the respondents are members of the School

Business Officials of Alberta. The association provides a number of services for its membership including:

- information
- professional development
- liaison with the ASTA and the department
- participation in research projects.

Many members would like the association to expand its activities in each of these areas.

Recruitment Practices

The recruitment of a secretary-treasurer usually takes 2 to 3 months allowing time to establish a committee, determine qualifications, recruit and screen individuals, and appoint the successful applicant. In districts and divisions, the selection committee is composed of board members and the superintendent, whereas in counties, the councillors themselves sometimes make the selection. One of the first tasks of the selection committee is to establish qualifications. Generally, accounting and administrative experience are essential. Candidates with post-secondary education in business administration, accounting designations, or the Certificate in Local Government are given preference. Personal factors are considered as well. To attract qualified applicants, the selection committee advertises in provincial newspapers and sometimes in major Canadian papers and professional journals. A few boards have sent circulars to association members informing them of the vacancy. Most jurisdictions have spent $500 to $1,000 on advertising. The resumes of applicants are reviewed and then interviews are

conducted with suitable applicants. After an assessment of candidates, the committee makes its selection. Most secretary-treasurers are appointed to continuous positions. However, a few secretaries have signed contracts with the board ranging in length from 1 to 5 years.

STUDY RECOMMENDATIONS

We developed recommendations based on study findings. Recommendations were directed to the Department of Education, the Department of Municipal Affairs, school boards, and the School Business Officials of Alberta.

Department of Education

- designation of the superintendent in districts and divisions as chief executive officer in legislation
- minimum qualifications for the position of secretary-treasurer
- bonding requirement for all employees of the board
- procedures for dismissing secretary-treasurers
- placement of field administrative officers in regional offices
- creation of an assistant deputy minister of finance
- establishment of a fund to enable secretary-treasurers to develop a series of seminars.

Department of
Municipal Affairs

Creation of a task force including representatives from the Department of Education to investigate the following issues:

- powers of the board vis-a-vis the county council
- committee structure
- powers of the reeve vis-a-vis the chairman of the board
- communication between the council and the chairman of the board
- representation of educationsl units on the board of education
- position of the secretary-treasurer vis-a-vis the superintendent
- apportionment of shared costs and revenues.

School Boards

- negotiation of a formal contract of employment with the secretary-treasurer
- review of the secretary-treasurer's compensation to ensure comparability with the compensation of secretary-treasurers in similar positions as well as other senior officers of the board
- development of an expense policy for the position
- establishment of a budget for short term professional leave

- development of policy guidelines to minimize intervention by trustees in administration
- an annual performance review
- inclusion of the superintendent on the committee formed to select a secretary-treasurer
- appointment of the secretary-treasurers in divisions and districts as assistant superintendent of business affairs
- development of job descriptions
- establishment of an administrative council to facilitate communication.

School Business
Officials of Alberta

- newsletter to inform members of association activities
- development of a series of seminars which could be offered to zones on a regular basis
- closer relationships with the Alberta School Trustees' Association, the Conference of Alberta School Superintendents, and the Department of Education
- creation of a permanent secretariat.

Peat, Marwick and Partners appreciates this opportunity of providing assistance to the Department of Education. The

steering committee under the direction of Mr. W.L. Hill gave us valuable guidance and assistance in conducting this study. Members of the steering committee were B. Worbets, E. Murray, A. Charles, J. Sanders, W. Mills, and R. Plaxton. As well, we are most grateful for the cooperation afforded us by the School Business Officials of Alberta, the Alberta School Trustees' Association and the Conference of Alberta School Superintendents. We hope that the study will be useful in clarifying the role of the secretary-treasurer in the Alberta education system.

Yours truly,

PEAT, MARWICK and PARTNERS

TABLE OF CONTENTS

		Page
I	Background and Objectives	I-1
II	Approach	II-1
	• Orientation	II-1
	• Survey	II-1
	• Analysis	II-2
III	Legal Position	III-1
	• Appointment	III-1
	• Bonding Requirements	III-3
	• Conditions of Employment	III-4
	• Position	III-5
	• Powers and Responsibilities	III-6
	• Special Duties	III-7
	• Legal Liability	III-7
IV	Functions	IV-1
	• Secretary to the Board	IV-1
	• Finance	IV-2
	• Purchasing	IV-2
	• Personnel	IV-3
	• Property	IV-3
	• Transportation	IV-4
	• Public Relations	IV-4
V	Profile of Secretary-Treasurers	V-1
	• Age/Sex Distribution	V-1
	• Education and Training	V-2
	• Employment Experience	V-4
	• Interest in Local Politics	V-6

TABLE OF CONTENTS

(con't)

		Page
VI	Conditions of Employment	VI-1
	• Salary and Benefit Plans	VI-1
	• Paid Leave	VI-2
	• Expenses	VI-3
	• Professional Development	VI-4
	• Terms of Employment	VI-4
VII	Role Relationships	VII-1
	• Relationship with the Board	VII-1
	• Relationship with the Superintendent	VII-4
	• Relationship with the County Secretary-Treasurer	VII-7
	• Relationship with the Department of Education	VII-7
	• Role of the School Business Officials of Alberta	VII-9
VIII	Recruitment Practices	VIII-1
	• Selection Committee	VIII-1
	• Advisory Bodies	VIII-1
	• Resources	VIII-2
	• Timetable	VIII-2
	• Selection Criteria	VIII-3
	• Recruitment	VIII-3
	• Selection Devices	VIII-4
	• Appointment of Successful Applicant	VIII-4
IX	Conclusions and Recommendations	IX-1
	• Department of Education	IX-1
	• Department of Municipal Affairs	IX-4
	• Boards	IX-8
	• School Business Officials of Alberta	IX-12

APPENDICES

APPENDIX A - Bibliography

APPENDIX B - Legislation

APPENDIX C - Sample Questionnaire

APPENDIX D - Interview List

APPENDIX E - Special Duties Prescribed for a Secretary-Treasurer in Legislation

APPENDIX F - Position of the Secretary-Treasurer in Other Provinces

APPENDIX G - Sample Contract of Employment

APPENDIX H - Sample Job Description

I BACKGROUND AND OBJECTIVES

This study deals with the position of the secretary-treasurer in the Alberta education system. The British North America Act gives the provinces exclusive control over education. Although the Department of Education is responsible for maintaining a minimum standard of education and assisting boards in providing and developing programs, The School Act delegates much of the responsibility for providing education to local boards. At the present time there are 145 active school jurisdictions: 20 city districts, 30 counties, 30 divisions and 65 town and rural districts. Each jurisdiction is required to appoint a superintendent of schools and a secretary-treasurer. Since a few secretary-treasurers are employed by more than one jurisdiction, there are 137 secretary-treasurers in the province.

Prior to 1970, the Alberta Government appointed superintendents to rural jurisdictions. Besides performing supervisory functions for the Department of Education, superintendents advised local boards on educational matters. Secretary-treasurers, who were primarily responsible for the business affairs of the school jurisdiction, were local appointments. Because the secretary-treasurer was the senior official responsible to the board, a dual system of control developed as the superintendent reported to the board on educational matters and the secretary-treasurer advised trustees on the business operations of the jurisdiction. In some jurisdictions, multiple systems of control developed with supervisors of maintenance and/or transportation reporting to the board in addition to the superintendent and the secretary-treasurer.

The 1970 revision of The School Act required each local authority to employ its own superintendent. The local employment of superintendents created conflicts in many rural jurisdictions

over the role, relationships and responsibilities of the senior officers of the board. Locally employed superintendents tended to become more involved in financial matters and attempted to make the secretary-treasurer a subordinate officer. Although the practice of appointing the superintendent as chief executive officer with overall responsibility for the operation of the school jurisdiction was well established in most urban areas, many of the rural boards have only adopted this type of administration since 1970.

Because the role of senior officers, particularly in rural jurisdictions, has been characterized by changing responsibilities, ambiguities and conflicting expectations, the Department of Education commissioned a number of studies to clarify the relationship and roles among senior officers of the board. In 1976, The School Superintendency in Alberta Study examined the position of school superintendent with emphasis on the role relationships among superintendents, boards, and secretary-treasurers. The report made two specific recommendations:

- that each board establish policies describing in detail the roles and functions of the superintendent and secretary-treasurer and
- that the roles, responsibilities, and powers of the county secretary-treasurer be carefully outlined.

The Alberta School Trustees Association organized the Inter-Agency Task Force to consider action which might be taken to implement the recommendations of the school superintendency study. An employment manual was prepared to assist in the definition, responsibilities, and powers of the school superintendents.

Alberta Education commissioned A Study of the School Secretary-Treasurer in Alberta on the request of the School Business Officials of Alberta to examine and make recommendations concerning the role of the secretary-treasurer in the school system. This study in tandem with the previous studies of the superintendency will benefit school system administration. The study focuses on the following areas:

- provisions of relevant statutes and regulations
- functions and responsibilities of secretary-treasurers
- personal characteristics of secretary-treasurers
- conditions of employment
- role relationships involving the secretary-treasurer
- recruitment and selection processes
- particular problems in the county setting.

II APPROACH

In this section, we will describe our general approach to the study. Our work plan consisted of three distinct phases with steering committee reviews after each phase. The steering committee was composed of representatives from the School Business Officials of Alberta, the Alberta School Trustees' Association, and the Conference of Alberta School Superintendents as well as the Department of Education.

Phase 1 - Orientation

We endeavored to develop a thorough understanding of historical and organizational context of the position. Activities included:

- a review of previous studies and publications (Appendix A)
- an examination of relevant legislation and regulations (Appendix B)
- interviews with steering committee members to help "set the scene" on the current status of the secretary-treasurer
- drafting of questionnaires.

Phase 2 - Survey

Questionnaires were mailed to a representative sample of officials within Alberta Education to obtain their view on the position of school secretary-treasurer. The following groups were surveyed:

- school secretary-treasurers
- county secretary-treasurers
- superintendents
- trustees
- county councillors

A sample questionnaire is found in Appendix C.

After completing the mail survey, we conducted interviews in person and by telephone. Interviews were held with representatives of the following organizations:

- Department of Education
- Municipal Affairs
- School Business Officials of Alberta
- Conference of Alberta School Superintendents
- Alberta School Trustees' Association
- Alberta Association of Rural Administrators
- University of Alberta
- Institute of Chartered Accountants of Alberta
- insurance agents
- officials in other provinces.

The interview list is found in Appendix D.

Phase 3 - Analysis

Following the completion of the interview program, we summarized the results of the survey phase. Survey results, which are tabulated by type of jurisdictions, are based on responses from 109 out of 137 secretary-treasurers. However, in interpreting the charts, caution is necessary because of discrepancies in the size of boards within each type of jurisdiction. For example, some separate school boards in city districts have less than 100 teachers while other city districts have more that 4,000 teachers. Exhibit 1 shows the size distribution of boards within each type of jurisdiction. After summarizing survey results, we developed conclusions and recommendations.

III LEGAL POSITION

Government legislation and the corresponding regulations describe the legal position of the secretary-treasurer in Alberta. In this section, we will examine the following facets of the secretary-treasurer's legal position:

- appointment
- bonding requirements
- conditions of employment
- position
- powers and responsibilities
- special duties
- legal liability.

Appointment

Section 65 of The School Act states:

> a board shall appoint a secretary and a treasurer or a person to act as secretary-treasurer and notify the minister of the appointment forthwith.

Unlike the regulations regarding qualification and appointment of superintendents, the legislation does not require any specific qualifications or prior approval by the Minister of Education on the appointment of a secretary-treasurer. However, a Department of Education regulation prohibits superintendents who are appointed after March 1, 1976 from holding the position of secretary-treasurer simultaneously. At the present time, the Edmonton Public School District is the only jurisdiction where the superintendent serves in both capacities.

The Alberta county system is a special case because the county secretary-treasurer is responsible for municipal as well

as school affairs. Section 16 of The County Act states:

> The Council shall appoint a municipal secretary in whom all rights, duties, privileges and powers of the municipal secretary of a municipal district and the secretary of a school division are vested.

Consequently, appointments in counties must be made in accordance with The Municipal Government Act as well as The School Act. Sections 54 and 56 of The Municipal Government Act require the Council to appoint a municipal secretary and a treasurer. However, the council is granted the authority to combine the office of municipal secretary and treasurer into one office designated as the municipal administrator. In addition, county councils are permitted under Section 87 to appoint the secretary-treasurer to the position of manager or commissioner. The Minister of Municipal Affairs as well as the Minister of the Department of Education must be notified of appointments.

Two other sections of The Municipal Government Act deal with the appointment of a municipal secretary. The provisions of Section 83 make council members ineligible for the position of municipal secretary. Section 85 requires the municipal secretary to make an oath of office prior to entering upon his duties.

In larger counties, an assistant secretary-treasurer performs the functions of school secretary-treasurer. Procedures for appointing an assistant secretary-treasurer for education are unclear in the legislation. Section 25(5) of The County Act

states:

> The portion of the budget of the county approved on behalf of the board of education shall be administered and expended under the direction of that board.

Since Section 25(5) gives the board the authority to administer its own budget, town and village representatives argue that the board of education should have the authority to appoint and to assign duties to the school secretary-treasurer. However, Section 16 which deals with appointment of county officials states: "a county shall appoint such other officials as may be required to assist the municipal secretary". Certainly, this section gives the county council rather than the board of education the authority to appoint an assistant secretary-treasurer for education.

Bonding Requirements

Section 65 of The School Act requires the board to arrange for the bonding of the secretary-treasurer. The act does not set minimum limits on the amount of the bond. However, most insurance companies recommend $10,000 to $25,000 as security for the safekeeping of papers and money belonging to the board. Fidelity insurance applications require letters of recommendation from referees regarding the moral character of the applicant. Insurers also conduct a credit check and investigate police files to determine if the applicant has a criminal record. Although other employees of the board often have access to cash, the secretary-treasurer is the only position required by the legislation to be bonded.

In the county system, the county secretary-treasurer must also be bonded. Although the council arranges for bonding, it may also require a personal bond from the secretary-treasurer. According to Section 82 of The Municipal Government Act, all municipal officials must be bonded.

Conditions of Employment

The School Act permits the board to establish procedures and policies regarding the terms and conditions of employment of secretary-treasurers. Section 65 which deals with the appointment of officials states:

> each appointment is subject to such terms and conditions as the board prescribes, either generally or affecting a particular position.

With a few exceptions, county councils have flexibility in determining conditions and terms of employment. Section 81 of The Municipal Government Act states:

> a municipal official holds office during the pleasure of the council or according to the terms expressed in the by-law or resolution by which he is appointed.

However, the act requires the county council to give adequate notice to the secretary-treasurer on termination except for cause. The county council must give the secretary-treasurer 1 month's notice or 1 month's pay in lieu of notice. The act permits the council to grant up to 3 months' notice or 3 months' pay in lieu of notice and up to 12 months' notice or 1 year's pay to a county secretary-treasurer with at least 15 years' service.

Secretary-treasurers who have been appointed manager or commissioner are guaranteed 3 months' notice or 3 months' salary on termination.

On suspension for cause, a secretary-treasurer must be provided with a written statement of the reasons for dismissal and given an opportunity to be heard by the council. Section 86 deals with suspension of officials. While a secretary-treasurer can be dismissed by a majority vote of council, a manager or commissioner can only be dismissed by a 2/3 vote of council.

Position

Section 65 of The School Act states that a board shall appoint:

> a Superintendent of Schools and in his contract of employment include a statement of his position as an executive officer of the board.

The section goes on to state that "the board may delegate any of its powers to the superintendent of schools". Because there are no parallel provisions in the act regarding the position of secretary-treasurer, it seems that the superintendent was intended to be the more senior of the two officers. However, the legislation does not define in precise terms the relationship of the secretary-treasurer vis-a-vis the board itself or the superintendent.

A state of confusion exists in the legislation regarding the position of the county secretary-treasurer as well. Section 16 of The County Act states:

> the council shall appoint a municipal secretary and such other officials as may be required to assist the municipal secretary and to provide for the efficient conduct of the business of the county council and any of its committees.

It seems that The County Act intended the county secretary-treasurer to be the senior administrative official of the county as well as its committees. On the other hand, Section 65, sub-section 5 of The School Act which permits the board to delegate any of its power to the superintendent of schools appears to imply that the superintendent is the more senior of the two officials in the area of education.

Powers and Responsibilities

Unlike The Municipal Government Act which spells out the powers and duties of the municipal secretary-treasurer in Sections 55 and 56, The School Act does not outline the responsibilities of the school secretary-treasurer. The powers and duties of both the secretary and the treasurer were deleted from The School Act in 1970. Present legislation only describes the duties of the secretary in conducting elections. The School Election Act, Section 7 states:

> In all sections and voting required under this Act, unless a board otherwise specifically provides by resolution, the secretary to the board
>
> (a) is the returning officer
>
> (b) shall appoint such deputies, poll clerks and other persons as may be required
>
> (c) shall provide all necessary means and do all acts that may be required for the purpose of holding the election or taking the votes.

Except in counties, most boards of education have delegated the responsibilities of the returning officer to a municipal official.

Special Duties

The secretary-treasurer is the corporate secretary for the board of education. Special duties and privileges related to this function are set out in The School Act, The School Election Act, The Municipal Election Act, and The County Act. These duties are briefly described in Appendix E.

Legal Liability

In each act, the penalities for contravening any of the provisions or regulations are set out. The offences for which a secretary-treasurer would be liable and their penalties are briefly described in Exhibit 2. A county secretary-treasurer would be liable for offences commited in connection with his municipal duties in addition to these penalties. As well, a secretary-treasurer who acts as the returning officer during the election of trustees would be liable of irregularities in election procedures.

IV FUNCTIONS

In this section, we describe the functions and tasks performed by school secretary-treasurers. The description is based on questionnaire responses from secretary-treasurers, superintendents, and trustees. The secretary-treasurer, an executive officer of the board, is primarily responsible for the corporate and financial affairs of the school jurisdiction. Many secretary-treasurers have been delegated specific responsibilities in the areas of transportation, purchasing, public relations, personnel and property management as well. Functions performed by secretary-treasurers are shown in Exhibit 3. We will deal with each of these functional areas in turn.

Secretary to the Board

In addition to special duties prescribed in legislation, the secretary-treasurer, as the corporate secretary of the board, is usually responsible for secretarial services. The secretary-treasurer arranges board and committee meetings. As well, he cooperates with the superintendent in preparing agendas and providing reference material. At each meeting, he is responsible for keeping a full and correct record of the proceedings. Afterwards, he must ensure that the minutes are confirmed by the chairman and arrange for the safe keeping of the minutes as well as other papers belonging to the board. In addition, he deals with board correspondence and prepares administrative and financial reports required by the Department of Education.

As well, the secretary-treasurer often has responsibility for legal matters. He prepares contracts, leases and agreements for the board and signs these written documents along with the chairman of the board or reeve. The secretary-treasurer

is responsible for their execution as well. Legislation requires that the board insure itself against claims for property damage and personal insury. The secretary-treasurer usually administers the board's insurance program. In addition, the secretary-treasurer maintains close liaison with the board's solicitor since he is often called upon to advise the board on legal matters.

Finance

In nearly all jurisdictions, the secretary-treasurer is responsible for business affairs. He recommends on policy governing financial operations and coordinates the implementation of such policy through the development of annual budget estimates. After the adoption of the budget, the secretary-treasurer is responsible for administering the budget. He and his staff establish and maintain proper records and books of account. As well, the secretary-treasurer supervises the accounting procedures to ensure proper payment of accounts and collection of grants, fees and other income. In larger jurisdictions, the secretary-treasurer is responsible for the data processing operations required to support the business function. Regular financial statements are prepared by the secretary to inform the board of the jurisdiction's current financial status. As well, the secretary-treasurer provides financial information when required to the board's auditor.

Purchasing

Over 80% of the secretary-treasurers have responsibility for the purchasing function. After approving purchase requirements, the secretary-treasurer supervises the ordering and ensures proper receipt of supplies and equipment.

In addition, the secretary-treasurer may supervise the distribution of equipment and supplies to classrooms.

Personnel

In most jurisdictions, the secretary-treasurer takes an active role in personnel administration. The staff responsibility of secretary-treasurers is shown in Exhibit 4. Approximately 70% of the secretary-treasurers are responsible for employing and supervising non-instructional staff. Many of the secretary-treasurers, without supervisory responsibility, are employed by town and rural districts. Secretary-treasurers in divisions usually have less than 5 staff, while county secretary-treasurers have 5 to 10 staff who assist them in administering municipal and educational affairs. In the large city districts, secretary-treasurers supervise as many as 200 employees.

In addition to supervising employees, the secretary-treasurer maintains employee records for all board employees. He supervises employee benefit plans and expenses in connection with payroll accounting.

The secretary-treasurer often assists in the negotiation of collective agreements by providing financial information and advice to the board's negotiating committee. As well, the secretary-treasurer participates in the administration of collective agreements.

Property

In approximately 70% of the jurisdictions, the secretary-treasurer has responsibility for property management.

He supervises custodial staff in maintaining schools and other board properties. Besides maintenance, the secretary-treasurer is involved in school construction. After developing building requirements in cooperation with other senior staff, he supervises the acquisition of property and awarding of tenders for new school facilities. In addition, he participates in the negotiation of joint use agreements with the municipality.

Transportation

Approximately 55% of the secretary-treasurers supervise pupil transportation systems. A higher proportion of secretary-treasurers in counties and divisions are responsible for transportation compared with secretary-treasurers in districts. Many town and rural districts do not operate school buses while in city districts another senior board employee is often responsible for pupil transportation. In this functional area, the secretary-treasurer performs such tasks as establishing bus routes and supervising bus drivers. As well, he cooperates with other senior staff in planning and preparing estimates of future requirements for pupil transportation.

Public Relations

In about 80% of the school jurisdictions, the secretary-treasurer is involved in public relations. He often assists the board and the superintendent in explaining policies and activities to the public. Usually, the secretary-treasurer attends the annual meeting of rate payers. As well, the secretary-treasurer supports the superintendent in the task of maintaining liaison witn the municipality and the Department of Education.

V PROFILE OF SECRETARY-TREASURERS

This section contains a description of the personal characteristics of school system secretary-treasurers. The description covers the following areas:

- age/sex distribution
- education and training
- employment experience
- political involvement.

Age/Sex Distribution

The age distribution of secretary-treasurers is shown in Exhibit 5. In the last few years a significant number of secretary-treasurers have retired and their positions have been filled by younger people. Approximately 20% of the secretary-treasurers are under 35 years of age and many of this age group are employed by town and rural districts. Relatively few are employed by city boards. However, most of the secretary-treasurers are at the mid-point of their career. About 60% of the secretary-treasurers are between the age of 35 and 54. A higher percentage of secretary-treasurers in this age group are from city districts than other types of jurisdictions. According to survey responses, more than 15% of the secretary-treasurers are over 55 years of age. Clearly, substantial numbers will be considering retirement in the next few years. Most of the job vacancies due to retirement will be in the smaller jurisdictions.

Almost 1/3 of the positions are filled by women. The majority of women are employed by town and rural districts on a

basis. In comparison, the superintendency is primarily a man's world.

Education and Training

Exhibit 6 provides statistics on the educational attainment of secretary-treasurers. Except for a few individuals, secretary-treasurers have obtained a high school diploma. Almost 40% of the secretary-treasurers have attended a post-secondary institution. In comparison to secretary-treasurers from districts and divisions, a smaller proportion of secretary-treasurers in counties have attended a community college, a technical institute, or a university. More than 1/2 of the secretary-treasurers, who have post-secondary education, obtained a university degree or college diploma.

In Exhibit 7, the type of program in which secretary-treasurers with post-secondary education were enrolled is shown. Of the 42 secretary-treasurers with post-secondary education, the majority specialized in business administration and accounting. Other areas of concentration include education and arts and science.

Besides formal schooling, many secretary-treasurers have benefited from courses through a recognized accounting institute, the Local Government Certificate Program or the Institute of Chartered Secretaries and Administrators. Participation in training programs is shown in Exhibit 8. Except for one individual, all respondents from counties had additional training. Over 75% of the secretary-treasurers from city

districts and divisions have participated in these training programs. In comparison, less than 1/2 of the secretary-treasurers in town or rural districts nave taken further training.

Approximately 1/3 of the secretary-treasurers responding to the survey have taken courses leading to the Certificate in Local Government through the Department of Extension at the University of Alberta. The courses are offered by correspondence and supplemented by periodic workshops. It takes 2 to 3 years to complete the 6 semester length courses. Twenty-four secretary-treasurers have obtained this certificate. Although tne certificate program concentrates on the study of municipal government and administration, the courses in communications, law, finance and accounting are considered helpful by school secretary-treasurers. The program is particularly popular with secretary-treasurers from counties and divisions.

Almost 25% of the secretary-treasurers have taken accounting courses through a recognized accounting institute. Eight respondents have an accounting designation such as a C.A., R.I.A. or C.G.A. City districts have the highest proportion of secretary-treasurers with formal accounting designations.

Only 9 secretary-treasurers have received credit for courses from the Institute of Chartered Secretaries and Administrators.

Over 25% of the secretary-treasurers plan to extend their formal education. Their educational ambitions are shown in Exhibit 9. Almost 1/2 of the secretary-treasurers who plan to

extend their formal education want to obtain an accounting designation. Others want to complete the Local Government Certificate Program, obtain a degree in business administration or be recognized by the Chartered Institute of Secretaries. Secretary-treasurers also indicated that these programs were the most valuable of the various kinds of training and education available to them in their work.

Employment Experience

The varied career patterns of secretary-treasurers is shown in Exhibit 10. Almost 40% have had previous experience in school business administration. Many of the secretary-treasurers have held more junior positions such as assistant secretary-treasurer or accountant with the same board. Others have had experience in school business management with other jurisdictions. A higher proportion of the secretary-treasurers from city districts and counties have a background in school business administration that those in divisions. Relatively few secretary-treasurers in town or rural districts have directly related prior experience. Another 25% of the respondents have had accounting experience with financial institutions, private corporations and public accounting firms. Other secretary-treasurers came to the position from classroom teaching, the government sector, secretarial posts, or management positions with private industry. Only 9 respondents reported that they had no related experience.

As can be seen in Exhibit 11, 45% of the secretary-treasurers have occupied their present position less than 5 years. However, many others have had extensive experience in their present employment. Almost 20% have held the same position for 10 to 14 years and a further 20% have held the same position

for 15 or more years. Some respondents have been employed as a secretary-treasurer with the same board for 25 to 30 years.

Career goals of secretary-treasurers are displayed in Exhibit 12. Many secretary-treasurers are generally satisfied with their position. Almost 50% of the respondents wish to remain in their present position. Approximately 30% of the secretary-treasurers in town and rural districts would prefer to move to a larger jurisdiction. A smaller proportion of secretary-treasurers in other jurisdictions have this career goal. A few secretary-treasurers would choose a position with another jurisdiction of similar size or a staff position with the Department of Education. Certainly the majority of secretary-treasurers appear to be satisfied with their profession.

A substantial number of school secretary-treasurers employed by counties indicated municipal administration as their career goal. In the county system, the county secretary-treasurer is responsible for municipal administration as well as school business management. Clearly, many assistant secretary-treasurers wish to expand the scope of their responsibilities.

Approximately 15% aspire to positions in industry. Many of these secretary-treasurers are currently employed by divisions or town and rural districts.

Respondents to the questionnaire indicated the advantages and disadvantages of their career. The advantages included:

- challenge and diversity of the work
- people orientation of the position
- adequate level of benefits.

The following disadvantages were noted by some secretary-treasurers:

- evening meetings
- long hours
- lack of job mobility
- confusion over job responsibilities.

Interest in Local Politics

Numerous secretary-treasurers have had experience in local politics. The data in Exhibit 13 shows that more that 25% of the respondents have served as a school trustee or municipal councillor. Evidently, some secretary-treasurers have had a prior interest in education and public service prior to their appointment.

VI CONDITIONS OF EMPLOYMENT

This section is a report on the conditions of employment of secretary-treasurers. The report covers:

- salary and benefit plans
- paid leave
- expenses
- professional development opportunities
- terms of employment

Salary and Benefit Plans

The salary distribution of secretary-treasurers is shown in Exhibit 14. Many secretary-treasurers earn between $20,000 and $30,000. However, substantial numbers of secretary-treasurers who are employed part-time by town and rural districts earn less than $15,000. In large city districts, most secretary-treasurers earn in excess of $35,000 per annum. In interpreting figures in Exhibit 14, caution is necessary as salary is often dependent on job tenure and size of jurisdiction.

In most jurisdictions, the board contributes to employee benefit plans such as pensions, life insurance, and health care on behalf of the secretary-treasurer. However, more than 1/2 of the secretary-treasurers in town and rural districts and 1 urban secretary-treasurer indicated that they had no benefit plans. Approximately 80% of the respondents with no benefit plans are part-time secretary-treasurers. Details on board participation in employee benefit plans are provided in Exhibit 15.

Most secretary-treasurers have a pension plan. All county boards and all but 2 city boards contribute to a pension plan. There are pension plans in approximately 75% of the divisions. However, only 30% of the boards in town and rural districts make contributions to the secretary-treasurer's pension plan.

While the majority of secretary-treasurers in city districts, counties and divisions have a life insurance plan, only 1/3 of the secretary-treasurers in town and rural districts have this benefit.

Board participation in health care plans also differ by type of jurisdiction. Except in one instance, city boards contribute to Alberta Health Care. As well, most city boards participate in supplemental health care plans while approximately 2/3 of the county and divisional boards contribute to health care plans. In town and rural districts, less than 1/2 of the boards contribute to Alberta Health Care and about 1/4 contribute to supplemental health care plans.

Paid Leave

Weeks of vacation is shown in Exhibit 16. In most jurisdictions, the secretary-treasurer has 3 to 4 weeks vacation annually. In 1/3 of the town and rural districts, the secretary-treasurer receives holiday pay only. A few secretary-treasurers employed by counties, divisions and town and rural districts have 2 weeks vacation. City districts generally provide longer holidays than the other types of jurisdictions. One half of the secretary-treasurers in city districts have 5 weeks or more. In the other jurisdictions, a few secretary-treasurers with long job tenure have 5 weeks or more.

Generally, the secretary-treasurer has the same statutory holidays and sick leave provisions as other board employees. Some boards allow paid leave for compassionate and/or personal reasons.

Expenses

Most secretary-treasurers are reimbursed by the board for expenses associated with their employment. The following expenses are usually covered by the board:

- out of town accommodation and meals
- association dues
- fees for courses, seminars, conventions, etc.
- transportation

The amount which secretary-treasurers received for expenses during the previous year is shown in Exhibit 17. Most of the secretary-treasurers reporting expenses were reimbursed for less than $1,000. However, 20% of the respondents received more than $1,500 for expenses. Generally, secretary-treasurers in town and rural districts claimed less for expenses than those in other jurisdictions. Substantial numbers had no reported expenses as they were either unaware of their total claim or were new to the position. In a few jurisdictions, expenses incurred by the secretary-treasurer are not covered by the board.

Details on transportation allowances are provided in Exhibit 18. Almost 95% of the secretary-treasurers have a transportation allowance. Most secretary-treasurers are reimbursed at 10 - 20¢ per kilometer for the use of their car on school business. Approximately 1/4 of the secretary-treasurers also have an automobile allowance. Allowances range from $100 to $2,000 per annum. The average allowance is $75 per month or

about $1,000 per annum. In a few jurisdictions, car allowances but not mileage are provided. The majority of secretary-treasurers in city districts have a car allowance. In comparison, one out of three divisional secretary-treasurers have a car allowance. However, relatively few secretary-treasurers from counties or small districts have an automobile allowance.

Professional Development Opportunities

Boards usually encourage the secretary-treasurer to participate in professional development activities. Exhibit 19 summarizes responses indicating the number of secretary-treasurers with short term and long term professional development opportunities. According to survey responses, 85% of the secretary-treasurers can attend conferences and workshops or visit other jurisdictions. A few secretary-treasurers in counties, divisions and town and rural districts indicated that the board provided limited or no short term professional development leave. Less than 10% of the boards provide the secretary-treasurer with long term professional leave to take courses. Secretary-treasurers with long term leave opportunities receive 4 to 6 weeks leave per year to attend courses or a paid sabbatical after 5 to 7 years in the position.

Terms of Employment

The majority of secretary-treasurers have what tney regard as continuous employment. Less than 10% of the secretary-treasurers have term positions. Term positions range in length from 1 to 5 years.

Procedures for separation by either party vary. Most secretary-treasurers must give 1 month's notice to terminate their employment with the board. However, a few secretary-treasurers must give up to 6 months' notice. Similarly, the board is usually required to give the secretary-treasurer 1 month's notice or 1 month's pay in lieu of notice. Some contracts require that the board give the secretary-treasurer up to 6 months' notice. Length of notice required on termination by either party is given in Exhibit 20. Few boards are required to make a severance payment to the secretary-treasurer except for salary payments in lieu of notice.

VII ROLE RELATIONSHIPS

In this section, the secretary-treasurer's relationship with the following bodies and individuals is assessed:

- board
- superintendent
- county secretary-treasurer
- Department of Education
- School Business Officials of Alberta.

Relationship with the Board

Although The School Act sets out the mandatory and discretionary powers of the board, it doesn't indicate the extent to which policy and administrative matters are delegated to executive officers of the board. Boards usually restrict their activities to five main functions:

- policy formulation
- implementation of policy decisions
- resource allocation
- negotiating contracts
- staff appointments

We will discuss the secretary-treasurers involvement in each of these functional areas.

Policy Formulation

The board is primarily responsible for establishing broad purposes of education and adopting appropriate programs and policies. However, the administration also plays a part in developing suitable programs and policies. Adequate information and professional advice are essential ingredients in board decision making. The secretary-treasurer in cooperation with the

superintendent is responsible for preparing agendas and providing reference material for board meetings. The secretary-treasurer is also responsible for maintaining an accurate record of the proceedings. Minutes form the basis of the board's information system. As well, the secretary-treasurer as the business administrator of the board, prepares monthly financial statements and other administrative reports for the board's consideration. In the opinion of a few trustees, the secretary-treasurer did not supply the board with sufficient data for making informed decisions.

Generally, trustees expect a number of the senior officers of the board to assist them in making policy decisions. Secretary-treasurers are often called upon to provide financial advice at board and committee meetings. In a few jurisdictions, boards have set up a policy committee to facilitate broad participation in policy developments. Senior administrators, teachers, and principals work with trustees in drafting policies for the board's consideration. The secretary-treasurer is sometimes a member of this committee. Whereas a number of secretary-treasurers felt that they lacked input in the policy making process, a few trustees thought the board secretary attempted to influence policy outside his areas of responsibility.

Implementation of Policy Decisions

While the board is responsible for establishing policy, the administration is primarily responsible for carrying out policies adopted by the board. However, the board must oversee administrative decisions to ensure that appropriate programs are designed and implemented to realize policy objectives. In the opinion of some secretary-treasurers, trustees have become too

involved in the day to day administration of the jurisdiction in performing this role. Policy manuals were often considered inadequate in delineating board and administration responsibilities.

Resource Allocation

One of the most important policy decisions made by a board is the adoption of a budget. The secretary-treasurer estimates revenue and provides costing data and in tandem with the superintendent prepares the initial budget for the boards consideration. Usually, the superintendent determines overall resource allocation, while the secretary-treasurer prepares the detailed budget estimates.

Negotiation of Contracts

Because salaries represent a major portion of a school system's budget, a committee of the board usually negotiates contracts with teachers and non-certified staff. Participation by secretary-treasurers in the negotiation of contracts varies. Some secretary-treasurers provide financial information and advice to the negotiating committee while others are members of the negotiating team, itself. A few secretary-treasurers have no involvement in this area. Because of the financial impact of settlements, secretary-treasurers judged that they should have more input in this area.

Staff Appointments

Boards are also involved in the appointment of staff. Secretary-treasurers advise board members on the hiring and

firing of their support staff. A few secretary-treasurers indicated that lack of staff is a concern. In addition, selection committees hiring senior officers of the board will sometimes ask the secretary-treasurer for his recommendations on applicants.

Relationship with
the Superintendent

From survey responses and interview input, it appears that the relationship between the secretary-treasurer and the superintendent depends largely on the administrative structure in the jurisdiction: unit, dual, or multiple administration. The administrative structure in jurisdictions is shown in Exhibit 21. Survey responses from secretary-treasurers indicate that approximately 50% of the boards nave adopted unit administration.

In jurisdictions with unit administration, the superintendent is chief executive officer of the board. The chief executive officer of an organization is ex-officio member of the board and chief administrator of the organization. As ex-officio member of the board, the superintendent is responsible for advising the board on matters in all areas and recommending policies for the board's consideration. In fulfilling his role as chief administrator of the system, the superintendent is responsible for implementing board policies and supervising employees of the board. The secretary-treasurer, as well as other second line officers, is responsible to the board through the superintendent for the duties assigned to him. In Exhibit 22, the organizational chart of a unitary system is displayed.

Dual or multiple administration is common in many jurisdictions. According to The School Act, tne superintendent must be appointed an executive officer of the board. However, the legislation does not require that the superintendent be

appointed chief executive officer. Although the superintendent cannot be appointed chief executive officer in the county setting because The County Act states that the reeve is the chief executive officer, county boards can adopt unit administration by appointing the superintendent as chief educational officer of the county.

In jurisdictions with dual administration, the secretary-treasurer as well as the superintendent is responsible directly to the board. The superintendent reports to the board on educational matters while the secretary-treasurer reports in matters of finance, transportation, property and purchasing. Generally, personnel management and public relations are shared functions. A few jurisdictions have multiple control structures with supervisors of maintenance and/or transportation responsible directly to the board in addition to the superintendent and the secretary-treasurer. The organization chart of dual system is displayed in Exhibit 23.

After considering survey responses and interview input, we concluded that unit administration is the preferred structure for school administration. In jurisdictions with unit administration, there appears to be less confusion over functional responsibilities. If the superintendent is chief executive officer, he has the responsibility for designing an appropriate organizational structure and assigning functional responsibilities to other senior officers. In comparison, there is a significant overlap of functional responsibilities of the superintendent and the secretary-treasurer in many jurisdictions with dual administration resulting in confusion and conflict over the role of the secretary-treasurer vis a vis the superintendent. The overlapping responsibilities in the dual system also tends to obscure accountability compared to unit administration which places final authority for executing board policy in one office.

As well, the sharing of tasks in the dual system requires continual consultation of the superintendent and the secretary-treasurer. A significant number of superintendents and secretary-treasurers in jurisdictions with dual administration identified inadequate communication as one of their main concerns. On the other hand, the chief executive officer model tends to facilitate communication among senior officers of the board. Most jurisdictions with unit administration have an Administrative Council composed of the superintendent, assistant superintendents, and the secretary-treasurer. Activities of Administrative Councils include:

- exchanging information among departments
- making decisions required for day to day operations
- preparing recommendations to the board
- developing long range plans.

In addition, many jurisdictions have organized a Principals Group to facilitate communication between board staff and school based administrators. In some boards, the secretary-treasurer participates in these meetings.

Although unit administration tends to facilitate communication and definition of job responsibilities, harmonious relations between the superintendent and the secretary-treasurer in unit systems also depend on qualifications, respect for established lines of communication, and adequate job descriptions. In the opinion of some secretary-treasurers, the appointment of a superintendent who has limited administrative experience has had a negative impact on the relationship. On the other hand, a number of superintendents thought that the appointment of a secretary-treasurer with insufficient experience in business affairs was a factor impinging on the relationship. A few superintendents of unitary systems were concerned about

respect for established lines of communication. Sometimes trustees by-pass the superintendent and ask the secretary-treasurer directly for his advice. In other jurisdictions, the secretary-treasurer has disregarded the authority of the superintendent. As well, some secretary-treasurers expressed the opinion that inadequate job descriptions has resulted in the superintendent intervening in their day to day tasks.

Relationship with the County Secretary-Treasurer

In many larger counties, responsibility for school affairs has been delegated to an assistant secretary-treasurer. Usually, the assistant secretary-treasurer is responsible to the board for the performance of his duties as well as to the county secretary-treasurer. The dual reporting relationship creates confusion over the functions and role of the assistant secretary-treasurer vis-a-vis the county secretary-treasurer. In some counties, the superintendent has attempted to make the assistant secretary-treasurer responsible to him rather than the county secretary-treasurer. Since the assistant secretary-treasurer is caught in the middle of this power struggle, the role of the assistant is complicated further.

Relationship with the Department of Education

The province has exclusive control over education. Although The School Act delegates much of this power to local boards, the Department of Education is responsible for three functions: regulation, consultation and development.

The department monitors the activities of school boards to ensure that the acts and regulations relating to finance, school operations and curriculum are adhered to. As well, the

Department of Education analyzes the budgets, grant applications, financial statements and other administrative reports submitted by the boards. Since the secretary-treasurer is responsible for the business affairs of the school board, the department will sometimes contact the secretary-treasurer regarding any abnormalties in these reports. The department also conducts examinations of board offices on a rotational basis. During the examination of the board office, the department official will verify that the secretary-treasurer is following accepted accounting and office procedures.[1] After the completion of the examination, the department official will discuss his findings with the secretary-treasurer and forward a copy of the report to the chairman of the board. Under special circumstances, the minister may order an investigation of the financial and/or administrative condition of a board. The secretary-treasurer under The Department of Education Act may be required to submit records and accounts to the investigator.

Staff of the Department of Education also provide assistance to school systems in implementing curriculum, evaluating educational programs, and dealing with administrative issues. Secretary-treasurers often contact the department for advice on pupil transportation, school maintenance, interpretation of acts, data processing, or financing of capital projects. Usually, a secretary-treasurer directs his questions to a field administrative officer in the Field Services Branch in Edmonton. Field administrative officers are often school or county secretary-treasurers by background. Secretary-treasurers also depend on the Finance, Statistics and Legislation Branch or the Grants Branch for advice. Some secretary-treasurers maintain

---

1. In the county setting, an inspector from Municipal Affairs also conducts an examination of the county office.

liaison with the administration consultant who has a general knowledge of the general problem areas of the school secretary-treasurer. These consultants, who are educators by background, are employed by the regional offices of the Field Services Branch. Regional offices are located in Lethbridge, Grande Prairie, Red Deer, Calgary and Edmonton.

The development of improved educational programs and techniques of administration is a third responsibility of the department. Secretary-treasurers have participated in some research projects of the department such as the development of an improved budgeting and reporting system. After the adoption of the Program Accounting and Budgeting System, Field Services Branch at the request of the association conducted zone seminars to aid secretary-treasurers in implementing the new system.

Secretary-treasurers voiced a number of concerns regarding their relationsip with the department. Because they considered the assistance provided by the field administrative officer helpful, some secretary-treasurers would appreciate increased contact with these department officials. In the opinion of many secretary-treasurers, the preference given to individuals with an education degree in appointing directors is detrimental. It limits the career advancement of secretary-treasurers within the department. As well, the policy means that not a senior enough level position in the department through which a thorough understanding of the duties performed by secretary-treasurers can be vetted.

Role of the School Business Officials of Alberta

The School Business Officials of Alberta was formed in 1938 to promote the professional development of school secretary-

treasurers. Its membership includes secretary-treasurers and assistant secretary-treasurers of school divisions, districts and counties. Other senior staff members reporting to the secretary-treasurer are also eligible for membership. Tne by-laws of the association also make provision for associate and honorary membership. Executives of the Alberta School Trustees' Association and senior officials of the Department of Education qualify for associate membership. Honorary memberships are conferred on individuals who have given outstanding service to the association. Associate and honorary members are non-voting members.

Association membership of secretary-treasurers is shown in Exhibit 24. Over 80% of the secretary-treasurers are members of the School Business Officials of Alberta. Those secretary-treasurers who are not members of the association are primarily employed by town and rural districts. Almost 15% of the respondents have membership in the international affiliate, as well. Although many school secretary-treasurers in counties are members of the Alberta Association of Rural Administrators, membership in other associations is limited.

The activities of the association are wide ranging. The association provides an information service to its membership. It conducts surveys on such issues as salaries and office staff and distributes the results to the membership. Previously, the association had a newsletter informing secretary-treasurers of the activities of the association.

Another role of the School Business Officials of Alberta is to encourage the professional development of secretary-treasurers. Conferences, meetings, and seminars

promote the exchange of ideas and self improvement of the membership. Two provincial conferences are held each year. The school secretary-treasurers and the membership of the Alberta School Trustees' Association hold a joint conference in Banff each June. The annual meeting of the School Business Officials of Alberta is usually held at this time. In addition, a special general meeting is held in the fall during the ASTA convention. The Red Deer zone, which puts on an annual conference in March, invites secretary-treasurers from the other 5 zones to their conference. One and two day seminars are also held in some of the zones throughout the year. The participation in association activities is shown in Exhibit 25. Members from city districts, counties and divisions are generally more involved in the activities of the association than members from town and rural districts.

The association also performs a research role. At the present time, a committee of the association is investigating the history of the association. A few years ago, the association was involved with the Department of Education in developing a budgeting system.

The executive of the association composed of a president, vice-president, secretary-treasurer, past president and a representative of each of the six zones maintains liaison with other organizations. The executive meets with the table officers of the Alberta School Trustees' Association to discuss common concerns. Meetings are also held annually with the Minister of Education and senior members of his staff. In addition, the executive of the association maintain liaison with the international affiliate.

Members of the association responding to the survey

evaluated the activities of the association. Exhibit 26 contains their responses. Of the 90 secretary-treasurers who are association members, only 11 individuals felt the association was 'very useful' to them in their work. Almost 50% of the members rated the association as useful. About 40% of the members expressed the opinion that the association is 'moderately useful' or 'useless'. Clearly, the association is not providing as many benefits to secretary-treasurers as the membership would wish.

VIII RECRUITMENT PRACTICES

Effective recruitment practices promote harmonious working relationships among senior officers of the board and between each senior officer and the board itself. In this section, we will discuss present practices regarding the recruitment and appointment of the secretary-treasurer. The following phases of the selection processes are dealt with:

- selection committee
- advisory bodies
- resources
- timetable
- recruitment
- selection devices
- appointment of successful applicant.

Selection Committee

In the majority of districts and divisions, the selection committee is composed of board members and the superintendent. Assistant superintendents are represented on the selection committee in some larger jurisdictions. In the county setting, county councillors are represented on committees formed to select the school secretary-treasurer and in some cases, the county council includes town and village representatives and/or the superintendent on the selection committee. If the county is hiring an assistant secretary-treasurer to perform the duties of school secretary-treasurer the county secretary-treasurer is a member of the selection committee.

Advisory Bodies

Many boards have involved other group and individuals

in the selection process in an advisory capacity. Often, the retiring secretary-treasurer is asked for advice during the selection process. In addition, selection committees have contacted members of the School Business Officials of Alberta, the Department of Education, or the Alberta School Trustees' Association. County boards of education have sometimes asked for input from Municipal Affairs. Larger school boards often employ personnel consultants to identify and screen applicants.

Resources

One of the first decisions made by a selection committee is the establishment of budget guidelines for the search. This decision depends on the extent of the search, meeting expenses, selection devices and use of the services of outside consultants specializing in recruitment. Most boards, which hired a secretary-treasurer in the last three years, allocated $500 to $1,000 for the search. Some town and rural boards budgeted less than $500 while large city boards budgeted up to $5,000 for the search.

Timetable

Prior to commencing a search, boards usually develop a timetable for recruiting and appointing a secretary-treasurer. Most boards have allowed 2 to 3 months to establish a committee, determine qualifications, recruit and screen individuals, and appoint the successful applicant. Many town and rural boards have taken less than 2 months to recruit a secretary-treasurer. On the other hand, large city boards have taken up to 6 months to complete the selection process.

Selection Criteria

After establishing a schedule for the search, the selection committee assesses the needs of the jurisdiction to identify criteria for selection. In assessing the needs of the jurisdiction, the committee takes into account the type, size and administrative structure within the jurisdiction as well as special characteristics of the community. The development of criteria for selection requires consideration of educational, experience, and personal factors. The educational and experience qualifications of secretary-treasurers in each type of jurisdiction are set out in Exhibit 27.

Some of the personal characteristics which are often considered necessary for the position include:

- interest in education
- understanding of interpersonal relations
- initiative
- integrity
- leadership
- analytical thinking
- appreciation of protocol.

Recruitment

To recruit a suitable secretary-treasurer, a selection committee must attract a relatively large number of qualified applicants. Town and rural districts usually find it sufficient to advertise in local papers and by word of mouth. Advertisements for positions in counties, divisions and small city districts are usually found in major provincial papers and

sometimes in newspapers in Western Canada. Large city districts generally advertise more widely than other jurisdictions. Advertisements are placed in major Canadian newspapers and in professional journals. Selection committees have sometimes sent circulars to members of the School Business Officials of Alberta informing them of the vacancy or conducted a random sampling of knowledgeable individuals. Advertisements generally contain a description of the position, qualifications required for the position, relevant characteristics of the school jurisdiction, and salary range.

Selection Devices

Selection committees use various devices to choose the successful applicant. Applications and/or resumes are used for the initial screening of applicants. The selection committee often delegates this task to the superintendent and/or present secretary-treasurer. Then, the selection committee conducts first interviews with applicants to develop a short list of suitable applicants. The selection committee often contacts previous employers and referees to obtain additional information. As well, second interviews may be held with potential candidates. A few boards employing personnel consultants have used aptitude or psychological tests to aid in selection. The assessment of each candidate is done in relation to the selection criteria.

Appointment of Successful Applicant

In most cases, the selection committee recommends one candidate from the short list of applicants. After board approval, a letter offering employment is sent to the successful

applicant. Usually the board in consultation with the superintendent negotiates the terms and conditions of employment with the secretary-treasurer. At the present time less than 10% of the secretary-treasurers have a formal contract specifying the conditions of employment. The Minister of Education is notified of appointments and on the appointment of a county secretary-treasurer, the Minister of Municipal Affairs is notified as well.

IX CONCLUSIONS AND RECOMMENDATIONS

Recommendations were developed based on study findings. In developing recommendations, we considered the position of the secretary-treasurer in other provinces (Appendix F) and the interpersonal sensitivities of educational administrators in Alberta. Recommendations are directed to:

- the Department of Education
- the Department of Municipal Affairs
- School Boards
- the School Business Officials of Alberta.

Department of Education

Designation of the Superintendent in Districts and Divisions as Chief Executive Officer in Legislation

Study findings show that dual administration often creates confusion over the role the secretary-treasurer vis-a-vis the superintendent. We recommend that legislation require boards in districts and divisions to appoint the superintendent of schools as chief executive officer of the board. In addition, the role relationship among senior officers of the board should be clarified in legislation. In Ontario, The Education Act states:

> Every official appointed by the board is responsible to the board through its chief executive officer for the duties assigned to him by the board.

Because legislation assigns special duties to the secretary-treasurer, a sub-section stating that the secretary-treasurer is responsible to the board through the superintendent for these special duties is also required. (The superintendent as well as

the secretary-treasurer should be liable for offences committed in connection with these duties). Another solution is delegation of these special duties to the local authority rather than the secretary-treasurer, as was recommended in the study into the superintendency.

Minimum Qualifications for the Position of Secretary-Treasurer

Superintendents are appointed by boards subject to the prior approval and regulations of the Minister of Education. Because the secretary-treasurer is responsible for preparing and administering the board's budget, the department should adopt a similar appointment procedure for the position of secretary-treasurer. Flexible qualifications are necessary since the financial responsibilities of secretary-treasurers vary. A person appointed as a secretary-treasurer should have at least one of the following qualifications or its equivalent:

- a university degree in business administration
- a diploma in business administration from a community college or technical institute
- the Certificate in Local Government
- a recognized accounting designation e.g. C.A., C.G.A., R.I.A., etc.
- a certificate from the Institute of Chartered Secretaries and Administrators.

In addition, secretary-treasurers should demonstrate experience working in accounting and administration. Like the superintendency, appointment would require the prior approval of the Minister of Education.

If regulations regarding minimum qualifications for secretary-treasurers are adopted, individuals presently occupying the position should be either deemed to have the qualifications or given five years to obtain the qualifications. As well, very small boards could be exempted from legislation on application to the minister.

Bonding Requirement for all Employees of the Board

Since many individuals in addition to the secretary-treasurer have access to cash, we recommend that legislation require boards to bond all employees and the trustees, themselves. A blanket bond of $25,000 is suggested by fidelity insurance companies.

Procedures for Dismissing Secretary-Treasurers

Because of the political milieu in which they work, we recommend that procedures to deal with the dismissal of secretary-treasurers be set out in legislation. We suggest that a 2/3 majority vote of the board be required to dismiss the secretary- treasurer. On dismissal, the secretary-treasurer should be given a statement outlining reasons for the board's action. As well, prior to formalizing the dismissal, the secretary-treasurer should be given an opportunity to defend his case before the board. Like county secretary-treasurers, the school secretary-treasurer should be guaranteed at least 1 month's notice or 1 month's pay in lieu of notice. The minister should be notified of dismissals as well as appointments. Secretary- treasurers who feel they have been unjustly dismissed have access to the courts.

Placement of Field Administrative Officers in Regional Offices

Although field administrative officers have central office responsibilities, one of their main functions is to provide assistance to secretary-treasurers. Consequently, the Department of Education may want to consider placing field administrative officers in the regional offices rather than in the central office.

Creation of an Assistant Deputy Minister of Finance

Because of the importance of the educational finance function, we recommend that a more senior level finance position preferably at the assistant deputy minister be created in the department. An assistant deputy minister with extensive experience in accounting and business administration would be a valuable asset in formulating provincial policies relating to grants, financial reporting systems, ministerial investigations, and data processing. If the position is created, the department in making the appointment should consider secretary-treasurers with extensive experience in administering the business affairs of a large jurisdiction as well as other qualified individuals.

Department of Municipal Affairs

The county form of local government is widespread in rural Alberta. Since conflicts have arisen over the role and responsibility of the board vis-a-vis the county council and among officers of the county, we recommend that the Department of Municipal Affairs in cooperation with the Department of Education create a task force to re-examine the structure, functions, and government in the county system. Although an examination of the county system was beyond the scope of this study, we identified

the main issues. These issues are:

(1) Powers of the Board vis-a-vis the County Council

According to Section 15 of The County Act, the council has the powers and duties of a council under The Municipal Government Act and a board of trustees under The School Act. However, the powers and duties of the council except the power to borrow money or pass a by-law are delegated to a municipal committee and a board of education in Section 26. While the county is responsible for approving the education budget, Section 27, sub-section 5 states that education budget shall be administered by the board. Some county boards of education argue that they have the authority under Sections 26 and 27 to administer the financial affairs of the school jurisdiction and consequently to appoint a secretary-treasurer for the school system. However, county councils maintain that the intent of the act gives them this authority.

(2) Committee Structure

Although each county council must appoint at least three councillors to the board of education, in practice, most county councillors are appointed to the board. As well, school representatives are appointed to the board. Consequently, boards are often large and unwieldy.

County councils also have the authority to appoint committees in addition to the municipal committee. In many counties, an extensive committee structure has been set up to deal with transportation, planning, agriculture, and field services. As councillors often sit on several of these committee, it is difficult for councillors to devote as much time

to educational affairs as town and village representatives or trustees in districts and divisions.

(3) Powers of the Reeve vis-a-vis the Chairman of the Board

Each year the county council is required to elect a reeve from among its members. Section 14(2) states that the reeve shall be the chief executive officer of the county and all the duties and powers of a reeve of a municipality and chairman of a board of trustees shall be vested in him. However, Section 26 indicates that the chairman of the board of education can perform the duties and powers of the reeve except for the borrowing of money or the passing of by-laws. Because the powers of the chairman of the board are assigned to both the reeve and the chairman of the board, conflicts have occurred between these two officials over their respective powers.

(4) Communication Between the Council and the Chairman of the Board

If the chairman of the board is a school representative, he has the same powers as a county councillor when the council is dealing with matters related to administration of the school budget or matters governed by The School Act. However, sometimes the board chairman is not notified of council agenda items dealing with school matters.

(5) Representation of Educational Units on the Board of Education

Because some towns and villages are included in the county for school purposes only, school representatives as well as county councillors are appointed to the board of education.

The number of school representatives appointed to the board of education from each educational unit is based on population. However, some larger towns are under represented compared to other education units as educational units are only allowed up to 3 representatives. If the number of town and village representatives to be appointed exceeds the number of electoral divisions in the county, a system of rotation for school representatives is implemented. Rotation of representatives, besides accentuating the problems of under representation in larger towns, may disenfranchise smaller educational units. As well, if there are more public school supporters in education units compared to the county all educational units are under represented.

(6) Position of the Secretary-Treasurer vis-a-vis the Superintendent

County councils must appoint a secretary-treasurer and through the board of education a superintendent of schools. Because the legislation does not define in precise terms the relationship of these two officials, conflicts have developed over their respective roles. The provision of The County Act permitting the council to appoint other officials to assist the secretary-treasurer appears to imply that the county secretary-treasurer is the senior administrative official of the county. On the other hand, it seems that The School Act intended the superintendent to be the more senior of the two officials in the area of education. While the board is permitted to delegate any of its powers to the superintendent there are no parallel provisions in the act regarding the position of secretary-treasurer.

(7) Apportionment of Shared Costs and Revenues

The county system where one elected body is responsible for education and municipal affairs permits some economies of

scale. However, some counties have not developed a system of apportioning shared costs such as office space and other overhead charges or shared revenues such as interest payments in a manner which is considered equitable by the town and village representatives.

Formal Employment Contracts for Secretary-Treasurers

We recommend that each board negotiate a formal contract with the secretary-treasurer to avoid misunderstandings over the conditions of employment. Contracts should provide for the following items:

- description of the position
- salary
- performance review
- benefits including pension, life insurance, and health care
- paid leave e.g. vacation, compassionate leave, sick leave
- expenses
- professional development leave
- termination procedures

Survey respondents generally preferred continuous employment to term positions. However, boards may wish new appointees to serve a probationary period prior to formalizing contractual arrangements. A sample contract of employment is found in Appendix G.

Review the Secretary-Treasurer's Compensation

Compensation of secretary-treasurers varies. We

recommend that each board review the secretary-treasurer's salary, benefits and paid leave provisions to ensure they are comparable with those of secretary-treasurers in jurisdictions of similar size as well as with the compensation of other senior employees of the board. Unless the secretary-treasurer prefers to opt out, each board should contribute to a pension, life insurance and health care on behalf of the secretary-treasurer on the same basis as they contribute to benefit plans for other employees.

Development of an Expense Policy for the Position

In a few jurisdictions, expenses incurred by the secretary-treasurer while on school business are not covered by the board. We recommend that each board develop a policy regarding the legitimate expenses associated with the position. The following expense items should be included in the policy:

- transportation
- accommodation
- meals
- membership in associations

Establishment of a Budget for Professional Development

Some boards do not provide short term professional development opportunities for the secretary-treasurer. We recommend that each board establish a budget so that the secretary-treasurer can attend a number of conferences, seminars and workshops each year. As well, the secretary-treasurer should have the same opportunities for long term leave as other senior officers of the board.

Development of Policy Guidelines

Intervention by trustees in the day to day administration of the school jurisdiction affects the relationship between the secretary-treasurer and the board. We recommend that boards develop detailed policy guidelines which would allow the administration to make decisions regarding policy implementation without the close supervision of board members.

Annual Performance Review

Few boards conduct performance reviews. We recommend that each board review the performance of the secretary-treasurer at least once a year. This task could be performed by the board itself or delegated to a committee of the board.

Appointment of the Superintendent to the Selection Committee

In some districts and divisions, the superintendent has not been involved in the search for a secretary-treasurer. Because the superintendent works closely with the secretary-treasurer, the board should always appoint the superintendent to the selection committee. The involvement of the superintendent in the recruitment process will help promote harmonious relationships between these two officials.

A few counties have restricted the membership of the selection committee to county councillors. As the secretary-treasurer is responsible for the business affairs of the board as well as the municipal committee, town and villages representatives should be included on the selection committee. Like divisions and districts, the superintendent should be a committee member.

Appointment of the Secretary-Treasurer as Assistant Superintendent of Business Affairs

The position of the secretary-treasurer in the organization structure is not well understood. We recommend that boards in districts and divisions appoint the secretary-treasurer as assistant superintendent or director of business affairs. The title of assistant superintendent would clarify his position vis-a-vis the superintendent as well as other second line officers.

Development of Job Descriptions

Confusion exists over the job responsibilities of the secretary-treasurer vis-a-vis the superintendent. We recommend that boards develop job descriptions outlining the functions and tasks performed by each officer to reduce conflict over responsibility. A sample job description for the position of secretary-treasurer is found in Appendix H.

Establishment of an Administrative Council

Many respondents expressed concern about the lack of communication among senior officers of the board. To help overcome the communication problem, boards should establish an administrative council composed of the superintendent, secretary-treasurer and other senior employees of the board.

In the county setting, communication between school administrators and municipal administrators is a problem as well. We recommend that an executive committee composed of the superintendent, board chairman, secretary-treasurer and the reeve meet on a regular basis to discuss common concerns.

School Business Officials of Alberta

Newsletter to Inform Members of Association Activities

Because the members of the School Business Officials of Alberta would like more information on the activities of the association, we recommend that the association publish a regular newsletter. Besides informing their membership of the activities of the association, the newsletter could also be used to make members aware of current research in the area of educational finance and relevant seminars and courses offered by institutions and other associations.

Development of a Series of Seminars

Members would like additional seminars and workshops. We recommend that the association set up a committee to develop a series of seminars which can be offered to zones on a regularly planned basis. The seminars should be geared to a number of levels. Orientation seminars for new secretary-treasurers should cover basic survival skills. Program level seminars would assist secretary-treasurers in performing the functions and tasks assigned to them. Provisions of relevant legislation, budgeting and accounting procedures, administration techniques, data processing, and effective communication would be suitable topics for program level seminars. Program level seminars could also be offered on transportation and property management. Seminars should also be offered to experienced secretary-treasurers to assist them evaluating current procedures. Many individuals could be used as resource persons for seminars including secretary-treasurers themselves, department officials, university or community college professors, and superintendents.

Closer Relationships with Other Associations and the Department of Education

Members want the association to have a more visible profile in the Alberta education scene. We recommend that the executives of the association develop closer relationships with the Alberta School Trustees' Association, the Conference of Alberta School Superintendents, and the Department of Education. As well, we suggest that the executive establish liaison with other provincial associations of school business officials so that they are aware of current developments affecting the position elsewhere.

Creation of a Permanent Secretariat

The association should establish a permanent office if it expands the scope of its activities. Like the Conference of Alberta School Superintendents, the association could appoint a retired member as executive director of the association office. The office could be supported by increasing the dues of association members. Dues to the School Business Officials of Alberta are paid for by the board. However, the development of a series of seminars will require additional funds. We recommend that the Department of Education establish a fund for this purpose.

APPENDIX A - BIBLIOGRAPHY

APPENDIX A - BIBLIOGRAPHY

1. A Code for Trustees and Officials, The Ontario School Trustees' Council and The Ontario Association of Education Administrative Officials.

2. By-laws of The School Business Officials of Alberta.

3. Confidential paper reviewing The County Act.

4. Developing School Systems, Ontario Institute for Studies in Education, 1974.

5. Downey Research Associates, The School Superintendency in Alberta, Planning and Research Branch, Alberta Education, 1976.

6. "Final Report on the Functional Role of the Secretary-Treasurer and District Superintendent", Okanagon Mainline Zone Conference of District Superintendents and Secretary-Treasurers.

7. Friedal, G., "Duties of Secretary-Treasurers".

8. Hichcox, E., "The Trustee and the Administrator", Education Canada, 1974.

9. Hrynky, N., A Descriptive Survey of School Division Secretary-Treasurers, University of Alberta, 1962.

10. Ingram, E. and E. Miklos, Guidelines for Employment of School Superintendents, Planning and Research Branch, Alberta Education, 1976.

11. "Notes on the Relationship between SBOA and its Membership", School Business Officials of Alberta.

12. OISE Bulletin, Ontario Institute for Studies in Education, 1979/80.

13. Studies in Local Government, The Faculty of Extension, University of Alberta, 1978-79.

14. Holmes, G., "The Role of the Secretary-Treasurer", 1976.

APPENDIX B - LEGISLATION

APPENDIX B - LEGISLATION

ALBERTA

The County Act
The Department of Education Act
The Municipal Election Act
The Municipal Government Act
Regulations under The School Act
The School Act
The School Election Act

BRITISH COLUMBIA

The Public School Act

MANITOBA

The Public School Act

ONTARIO

The Education Act
Regulation regarding Supervisory Officers

SASKATCHEWAN

An Act respecting Elementary and Secondary Education in Saskatchewan
The Association of School Business Officials of Saskatchewan Act

APPENDIX C - SAMPLE QUESTIONNAIRE

APPENDIX C - SAMPLE QUESTIONNAIRE

GENERAL INFORMATION

1. What is your present position?

    a. school secretary-treasurer
    b. superintendent
    c. school board member
    d. county councillor
    e. county secretary-treasurer

2. What type of jurisdiction are you associated with?

    a. county
    b. division
    c. city district
    d. town, village or rural district

3. How many teachers does your jurisdiction employ? _____

4. Prior to 1970 did your school jurisdiction have a:

    a. provincially appointed superintendent
    b. locally appointed superintendent
    c. other (specify) _____

5. What was the total budget for the school jurisdiction in the last financial year? _____

PERSONAL DATA

1. How old are you?

    a. under 35
    b. 35 - 39
    c. 40 - 44
    d. 45 - 49
    e. 50 - 54
    f. 55 - 59
    g. 60 or over

2. Sex _____

EDUCATION AND TRAINING

1. Have you completed high school? _____

2. If you attended a post-secondary institution, answer the following questions:

   What type of institution did you attend? _____

   What program or course were you enrolled in? _____

   How many years did you complete? _____

   What diploma/degree did you obtain? _____

3. Have you had formal accounting training? _____

   If so, specify the kind of course and number of years completed.

   _____

4. Have you taken courses leading to a Certificate in Local Government? _____ Number of courses _____

5. Have you taken courses through the Institute of Chartered Secretaries and Administrators? _____ Number of courses _____

6. What other kinds of education and training have you had?

   _____

   _____

7. Do you plan to extend your level of formal education? _____

   If yes, what type and level of education do you hope to achieve?

   _____

8. Of the various kinds of training or education you have had, which of these have been most valuable to you in your work?

   _____

   _____

   _____

EMPLOYMENT EXPERIENCE

1. Do you have a full or part time position? _____

2. How long have you occupied your present position? _____ years

3. State briefly why you chose to become a school secretary-treasurer.

_____

_____

4. What are some the advantages of this career?

_____

_____

5. What are some of the disadvantages of this career?

_____

_____

6. Have you worked for a school board in a capacity other than a school secretary-treasurer? _____

   What was the position? _____

7. Indicate other types of related work experience you had prior to being appointed to your present position.

Position	Years
_____	_____
_____	_____
_____	_____

8. Have you served on any elected bodies?

   a. no
   b. on the board of a school jurisdiction
   c. on a municipal council
   d. other (specify) _____

EMPLOYMENT EXPERIENCE (con't)

9. If you had your choice, what position would you choose in the future?

    a. present position
    b. school secretary-treasurer with a larger jurisdiction
    c. school secretary-treasurer with a jurisdiction of similar size
    d. municipal administrator
    e. staff member with the Department of Education
    f. other (specify) _____

10. Of the various employment experiences you have had, which have been most valuable to you in your work?

    _____

    _____

    _____

11. Indicate your job satisfaction in your present position.

    a. very satisfied
    b. satisfied
    c. moderately satisfied
    d. discontented

MEMBERSHIP IN ASSOCIATIONS

1. Are you a regular member of the School Business Officials of Alberta? _____

2. Does the board pay your membership dues? _____

3. Check the rating which you feel best describes the value of the association to you

    a. very useful
    b. useful
    c. moderately useful
    d. useless

MEMBERSHIP IN ASSOCIATIONS (con't)

4. What are the benefits of the association to you and your work?

5. How often do you attend zone and provincial meetings?

   a. seldom
   b. sometimes
   c. regularly

6. What <u>should</u> be the chief functions of the association?

7. What strategies <u>should</u> the association adopt to enhance its role?

8. What other associations do you belong to?

PROFESSIONAL DEVELOPMENT

1. In which skill and knowledge areas would you like additional training and education?

PROFESSIONAL DEVELOPMENT (con't)

2. What types of training and education activities do you prefer?

   a. 1 to 3 day seminars and workshops
   b. 1 to 2 week short courses
   c. 3 to 6 week courses
   d. correspondence courses
   e. full time programs
   f. other (specify) _____

3. Which organization(s) should be responsible for professional development activities? Explain. _____

4. In your opinion, what are the barriers to participation in professional development activities?

   a. lack of replacment personnel
   b. distance
   c. cost
   d. lack of interest by the board
   e. lack of information on training programs
   f. lack of appropriate training programs
   g. other (specify) _____

SALARY AND BENEFITS

1. What is your present annual salary?

   a. less than $15,000
   b. $15 - $19,999
   c. $20 - $24,999
   d. $25 - $29,999
   e. $30 - $34,999
   f. $35,000 or more

2. What arrangements are made for a formal performance review?

SALARY AND BENEFITS
(con't)

3. Which benefit plans does the board contribute to on your behalf?

   a. pension plan
   b. dental plan
   c. insurance through the Alberta School Benefit Plan
   d. Alberta Health Care
   e. supplemental health insurance such as Blue Cross or Extended Health Care
   f. other (specify) _____

4. How many paid weeks of vacation do you have? _____

5. Do you have an automobile allowance?_____ Amount/month _____

   When you use your car on school business, are you paid for mileage? _____ Rate per km _____

6. What was the amount you received for expenses last year?

   _____

   What type of expense items are covered by the board?

   _____

   _____

7. What opportunities do you have for short-term leave to attend conferences, visit other systems, in-service training, etc.?

   _____

   _____

   _____

8. What opportunities do you have for paid longer term leave to take courses, etc? _____

   _____

   _____

9. How could your benefit package be improved? _____

   _____

CONTRACTUAL ARRANGEMENTS

1. What type of contract do you have with the school board?

   a. verbal agreement
   b. a formal document
   c. a minute in the school records
   d. letter offering employment
   e. other (specify) _____

   If you have a formal document, please enclose a copy of the contract with the completed questionnaire.

2. What is the length of your employment with the board?

   a. fixed term (specify years) _____
   b. continuous

3. If you terminated your employment, how much notice would the board require? _____

4. If the board terminated your employment how much notice are they required to give you? _____

   What is the severance payment? _____

5. Should the contract between the board and the secretary-treasurer be a formal document? Explain _____

   _____

   _____

   If yes, what items should be included in the contract?

   a. description of the position
   b. salary
   c. benefits including pensions, life insurance, and health care
   d. professional development leave
   e. vacation
   f. expenses
   g. termination clause
   h. other (specify) _____

CONTRACTUAL ARRANGEMENTS (con't)

The contract should be drawn up by the board in consulation with the

a. secretary-treasurer
b. superintendent
c. other (specify) _____

7. What should be the term of the employment of the secretary-treasurer?

a. fixed term (specify years) _____
b. continuous

8. What should be the notice of termination of a secretary-treasurer?

_____

9. How much weeks/months severence pay should the secretary-treasurer receive? _____

10. Should procedures be established to handle disputes over the contractual arrangements between the board and secretary-treasurer? _____ Describe _____

_____

_____

11. Should the secretary-treasurer be engaged for a probationary period prior to obtaining a formal appointment? _____

Explain _____

_____

RECRUITMENT OF SECRETARY-TREASURERS

1. Who should be on the committee to select the secretary-treasurer?

RECRUITMENT OF SECRETARY-TREASURERS
(con't)

a. members of the school board
b. superintendent
c. assistant superintendents
d. others (specify) _____

_____

2. During the selection, who <u>should</u> be asked for advice?

a. present secretary-treasurer
b. Field Services Branch
   Department of Education
c. School Business Officials
   of Alberta
d. personnel consultants
e. others (specify) _____

_____

3. How long would you expect the search to take? _____

4. How much would you expect to spend on a search? _____

5. What devices <u>should</u> be used in the selection process?

a. application form
b. letters of reference
c. interviews
d. tests (apptitude, psychol-
   ogical, etc.)
e. other (specify) _____

_____

6. How widely <u>should</u> positions for secretary-treasurer be advertised?

a. locally
b. province wide
c. in Western Canada
d. across Canada

RECRUITMENT OF SCHOOL SECRETARY-TREASURERS (con't)

7. What media should be used to advertise positions?

   a. newspaper
   b. circular to membership of association
   c. word of mouth
   d. trade and professional journals
   e. other (specify)

8. What personal qualities are necessary for the position?

   a. interest in education
   b. interpersonal relations
   c. initiative
   d. integrity
   e. analytical thinking
   f. appreciation of protocol
   g. leadership
   h. other (specify) _____

9. What should be the formal educational requirements of the position in your jurisdiction?

   a. high school diploma
   b. Certificate in Local Government
   c. university degree in business administration
   d. other university degree
   e. business diploma from a community college or institute of technology
   f. other (specify) _____

10. Should a formal accounting designation be required in your jurisdiction? _____

    If yes, which designation? _____

11. What types of work experience would be most relevant to the position in your jurisdiction?

    a. assistant secretary-treasurer
    b. accounting experience
    c. business experience
    d. municipal administration
    e. secretary-treasurer in a smaller jurisdiction
    f. administration experience
    g. other (specify) _____

RECRUITMENT OF SECRETARY-TREASURERS (con't)

12. Should knowledge of data processing be a requirement of the position in our jurisdiction? _____

13. Should minimum qualifications be established for the position? Explain _____

_____

_____

_____

ORGANIZATIONAL STRUCTURE OF THE SCHOOL JURISDICTION

1. How many school board members are there? _____

2. How many executive officers are there? _____

   List their titles _____

   _____

3. Has the superintendent been designated as chief executive officer?

_____

4. What formal designation has been given to you by the board?

   a. executive officer
   b. corporate officer
   c. chief financial officer
   e. not clarified other than secretary-treasurer
   d. other (specify) _____

5. Which officer is and should be primarily responsible for each of the following functions?

ORGANIZATIONAL STRUCTURE OF THE SCHOOL JURISDICTION (con't)

	Who Is	Who Should Be
finance	_____	_____
purchasing	_____	_____
property management	_____	_____
pupil services	_____	_____
personnel	_____	_____
instruction	_____	_____
transportation	_____	_____
public relations	_____	_____
secretary to the board	_____	_____

6. Which officers report formally to the board?

_____

7. If the secretary-treasurer does not report directly to the board, who does he report to? _____

8. How many assistants report to the secretary-treasurer? _____

   How many additional staff is the secretary-treasurer responsible for? _____

9. Which officers does the secretary-treasurer consult with on a regular basis?

_____

10. Do the officers of the school board meet on a regular basis? _____

    Who attends these meetings?

    a. superintendent
    b. assistant superintendents
    c. secretary-treasurer
    d. others (specify) _____

ORGANIZATIONAL STRUCTURE OF THE SCHOOL JURISDICTION (con't)

11. What committees is and should the secretary-treasurer be a member of?

is a member of	should be a member of

If available, please include an organizational chart with your completed questionnaire.

DUTIES AND RESPONSIBILITIES OF THE SCHOOL SECRETARY-TREASURER

1. On your appointment, were you supplied with a job description?

   _____

   If available, please include a copy of the section in the policy or operations manual outlining your responsibilities and duties.

2. Complete the chart on the following pages.

   Indicate the official(s) responsible for the decision item in the first column using the following key:

   A - school secretary-treasurer
   B - superintendent of schools
   C - assistant superintendents
   D - school board
   E - county secretary-treasurer
   F - county council

   In the second column indicate with a check (X) items on which the secretary-treasurer provides advice and information.

   In the third column indicate with a check (X) decision items in which responsibility is not well defined.

   Omit items which do not apply.

DUTIES AND RESPONSIBILITIES OF THE SCHOOL SECRETARY-TREASURER (con't)

	Person/ People Responsible	Secretary provides advice	Not Well Defined
EXECUTIVE SECRETARY TO THE BOARD			
1. Prepare notices to and from board members and committees			
2. Arrange and attend board meetings			
3. Prepare agenda and provide reference material			
4. Record and maintain minutes of board meetings			
5. Deal with board correspondence			
6. Interpret legislation to the board			
7. Arrange for election of trustees			
8. Prepare by-laws			
9. Administer and supervise the board office			
10. Liaison with the board's solicitor			
11. Prepare and execute contracts, leases and agreements			
12. Arrange to conduct public referendums			
13. Act as a returning officer in elections or plebiscites			
14. Administer insurance program			
15. Prepare administrative and financial reports required by department			
16. Maintain a policy handbook			
PURCHASING			
17. Approve all purchase requirements and initiate purchase action			
18. Specify and call for tender for supply of goods			
19. Ensure proper receipt of goods			
20. Operate classroom supply distribution scheme			

DUTIES AND RESPONSIBILITIES OF THE SCHOOL SECRETARY-TREASURER (con't)

	Person/ People Responsible	Secretary provides advice	Not Well Defined
FINANCIAL MANAGEMENT			
21. Establish and maintain proper records and books of account			
22. Administer board policies related to business affairs			
23. Prepare annual budget estimates			
24. Prepare financial statements			
25. Issue debentures			
26. Supervise and authorize payment of accounts payable and collect accounts receivable			
27. Establish and maintain procedures to control expenditure and receipt of all monies			
28. Supervise data processing operations			
PUBLIC RELATIONS			
29. Prepare press releases			
30. Explain board policies and activities to the public			
31. Attend rate payers meeting			
32. Liaison with municipal and provincial departments			
PERSONNEL MANAGEMENT			
33. Negotiate employee contracts			
34. Employ and supervise non-teaching staff			

DUTIES AND RESPONSIBILITIES OF THE SCHOOL SECRETARY-TREASURER (con't)

	Person/ People Responsible	Secretary provides advice	Not Well Defined
PERSONNEL MANAGEMENT (con't)			
35. Supervise employee benefit plans			
36. Supervise employee expense records			
37. Administer collective agreements			
TRANSPORTATION			
38. Establish bus routes			
39. Provide and maintain equipment			
40. Plan and prepare estimates of requirements			
PROPERTY MANAGEMENT			
41. Maintain property			
42. Acquire and dispose of property			
43. Participate in joint use agreement			
44. Plan and develop future building requirements			
45. Call and award tenders on buildings			

DUTIES AND RESPONSIBILITIES OF THE SCHOOL SECRETARY-TREASURER (con't)

4. In what areas, should the secretary-treasurer have more influence? (Use the major headings from the table on the previous three pages)

_____

_____

5. In what areas, should the secretary-treasurer have less influence? _____

_____

6. Should any changes or additions be made in the lesislation regarding the position and duties of the secretary-treasurer? Explain _____

_____

_____

RELATIONSHIP BETWEEN THE SECRETARY-TREASURER AND THE BOARD

1. How often do board members intervene in daily administration?

   a. never
   b. occasionally
   c. frequently

2. How frequently do you make recommendations to the board in the area of business affairs?

   a. never
   b. occasionally
   c. frequently

   How does the board usually react to your recommendations?

   a. accept with no change
   b. ignore recommendation
   c. accept with changes
   d. other (specify) _____

3. What part do you take in budget formulation? _____

_____

_____

RELATIONSHIP BETWEEN THE SECRETARY-TREASURER AND THE BOARD (con't)

4. What is the maximum amount that you can spend on budget approved items without board approval? _____

5. Do you have the authority to approve expenditures on non-budget items? _____

6. What part do you take in teacher salary negotiations?

_____

_____

7. How congenial is your relationship with the board?

   a. very congenial
   b. congenial
   c. somewhat congenial
   d. quarrelsome

8. What frustrations have you had in dealing with the board?

_____

_____

9. In what areas have you have harmonious dealings with the board?

_____

_____

10. How could your relationship with the board be improved?

_____

_____

RELATIONSHIP BETWEEN THE SECRETARY-TREASURER AND THE SUPERINTENDENT

1. How often does the superintendent intervene in business affairs?

   a. never
   b. occasionally
   c. frequently

RELATIONSHIP BETWEEN THE SECRETARY-TREASURER AND THE SUPERINTENDENT (con't)

2. Do your responsibilities overlap with the superintendent?

   a. not at all
   b. some overlap
   c. significant overlap

3. How congenial is your relationship with the superintendent?

   a. very congenial
   b. congenial
   c. somewhat congenial
   d. quarrelsome

4. What frustrations have you had in dealing with the superintendent?

5. In what areas have you had harmonious dealings with the superintendent?

6. How could your relationship with the superintendent be improved?

APPENDIX D - INTERVIEW LIST

APPENDIX D - INTERVIEW LIST

Department of Education

M. Bruce
Supervisor
Lethbridge Regional Office
Field Services Branch

J. Clarke
Field Administrative Officer
Field Services Branch

W. Duke
Director
Finance, Statistics and Legislation Branch

M. Fenske
Director
Planning and Research Branch

J. Hrabi
Associate Deputy Minister

B. Stringham
Director
Field Services Branch

W. Weber
Field Administrative Officer
Field Services Branch

B. Worbets
Associate Director
Field Services Branch

Municipal Affairs

J. Fleming
Director
Inspection and Advisory Services Branch

L. Gurel
Manager of Field Services
Inspection and Advisory Services Branch

W. Isbister
Deputy Minister

School Business
Officials of Alberta

A. Charles
County Manager
County of Barrhead

P. Dawson
Previous Secretary-Treasurer
Calgary Separate School District

G. Holmes
Secretary-Treasurer
Calgary Public School District

L. Jones
Comptroller
Edmonton Public School District

R. Leech
Education Secretary
County of Leduc

E. Murray
Assistant Superintendent Business Administration and
Secretary-Treasurer
Medicine Hat Public School District

J. Sander
Secretary-Treasurer
High Prairie School Division

Conference of Alberta
School Superintendents

R. Plaxton
Superintendent
Lethbridge Public School District

J. Wilson
Superintendent
Three Hills School Division

Alberta School
Trustees' Association

J. Anderson
Solicitor
Alberta School Trustees' Association

G. Griffiths
Previous Chairman
County of Leduc

R. Kolowich
Chairman
St. Paul Regional School District

S. Maertz
Executive Director
Alberta School Trustees' Association

W. Mills
Reeve
County of Red Deer

R. Risvold
Chairman
Yellowhead School Division

Alberta Association of
Rural Administrators

D. James
President
Alberta Association of Rural Administrators

University of Alberta

E. LaSage
Assistant Professor
Local Government
Department of Extension

M. MacDonald
Professor
Local Government
Department of Extension

Institute of Chartered
Accountants of Alberta

J. Preston
Manager
Coopers and Lybrand

D. Wallace
Partner
Peat, Marwick, Mitchell and Co.

Insurance Agents

J. Edworthy
Manager
Jubilee Insurance Company

B. Holt
Account Executive
Reed Shaw Stenhouse Ltd.

Officials in other Provinces

J. Bargen
Executive Director
Ontario School Trustees' Council

T. Baronuik
President
Manitoba Association of School Business Officials, Inc.

J. House
Professor
Department of Educational Administration
Ontario Institute for Studies in Education

W. McCordic
Executive Director
Ontario Association of Administrative Officials

W. Sharp
President
British Columbia School District
Secretary-Treasurers' Association

W. Stevens
President
Saskatchewan Association of School Business Officials

APPENDIX E - SPECIAL DUTIES PRESCRIBED FOR A SECRETARY-TREASURER IN LEGISLATION

APPENDIX E - SPECIAL DUTIES PRESCRIBED FOR A SECRETARY-TREASURER IN LEGISLATION

THE SCHOOL ACT

Section of Act	Special Duties of the Secretary-Treasurer
4(2)	declare results of a petition
37	accept oath of office from trustees
38	give notice of organizational meeting
44(2)	record the vote of each trustee present when requested
48	accept written resignations from trustees
59(3)	declare separate school supporters
61(1)	receive notice of assessment for separate school purposes from corporation
63(1)	receive notice of assessment from separate school board
66(2)	send documents requested by elector
70	receive copy of financial statement from auditor
113	sign debentures
117(2)	receive certificates of assessed value from municipality
120(4)	adjust amount of total requisition for each municipality
126(1)	apportion total assessment of each corporation where boards collect their own taxes

THE SCHOOL ELECTION ACT

Section of Act	Special Duties of the Secretary-Treasurer
21(2)	cancel appointment of enumerator found unable or in capable
31	prepare list of electors
32(3)	appoint enumerators
32(5)	receive enumerator forms
35(1-2)	post list of electors
35(3)	publish notice regarding posting of elector lists
36(4)	receive and verify applications for additions to list of electors
36(5)	add qualified applicants to list of voters
36(6)	notify unqualified applicants of reason for rejection
39(1)	may take oath from returning officer or deputy returning officer
40	substitute a returning officer unable to act
49(2)	notify minister of insufficient nominations
51(2)	keep safe nomination papers
51(3)	allow nomination papers to be examined by an elector
56(1)	provide ballot boxes for each polling place

THE SCHOOL ELECTION ACT
(con't)

Section of Act	Special Duties of the Secretary-Treasurer
57	deliver ballot boxes to the returning officer
64	deliver list of electors to returning officer
113(2)	take statement from returning officer regarding election results
119(1)	keep safe election material after election
119(2)	allow nomination material to be inspected by an elector
120	destroy election material 6 weeks from date of voting in presence of witnesses
121	disallow any elector from inspecting the ballot papers except on order by a judge
124	receive notice of judicial recount
125(1)	be present at a recount
131	receive certification of result of recount and post a notice declaring candidate elected
138(4)	may cause a facsimile of the ballot to be published for information to voters on the request of the board

THE MUNICIPAL ELECTION ACT

PART 2 - CONTROVERTED ELECTIONS

Section of Act	Special Duties of the Secretary-Treasurer
164(2)	enter in book persons guilty of bribery or undue influence
176	produce election material for the judge
180(3b)	arrange for a new election if previous election is judged invalid
180(4)	conduct the re-election to conform with the minister's regulations
188	communicate delivery of disclaimer of candidate to council

THE COUNTY ACT

Section of Act	Special Duties of the Secretary-Treasurer
18(5)	notify the councils of town and villages as well as the minister of the number of school representatives
35(2)	issue notice of the annual discussion of school affairs
36	mail minutes of the board of education meeting to school representatives representing education units

APPENDIX F - POSITION OF THE SECRETARY-TREASURER IN OTHER PROVINCES

APPENDIX F - POSITION OF THE SECRETARY-TREASURER IN OTHER PROVINCES

IN BRITISH COLUMBIA

Qualifications	• cannot be a trustee
Appointment	• after consultation with department • give security
Conditions of Employment	• 6 month probationary appointment • after confirmation of appointment 2/3 majority vote to discharge secretary-treasurer
Position	• corporate officer of the board
Duties	• accounting and administrative procedures • special duties in act • other duties as prescribed by board
Responsibility	• directly responsible to the board
Association	• liaison with department and trustees • seminars • newsletter

IN ONTARIO

Qualifications	• M.Ed, M.B.A. or Certificate in School Management • 7 years experience in school business management of which 2 years must be with an Ontario school system • oral and written exam on legislation and theories of administration • exception made for jurisdictions with fewer than 600 students
Appointment	• ministerial approval required • proper security
Conditions of Employment	• investigation by board committee for neglect or misconduct • 2/3 majority vote required for dismissal • may apply for hearing before board • granted 6 months' salary or remaining year's salary on dismissal • notification of dismissal to minister
Position	• business administrator • supervisory officer

IN ONTARIO
(con't)

Duties	• assigned any duties of the secretary-treasurer or supervisor of maintenance prescribed in act • other duties as required by board or in act
Rsponsibility	• responsible to the board through the director of education for duties assigned by the board • responsible to minister for duties of supervisory officer
Association	• policy development • liaison with trustees, educational administrators, teachers and the department • regional and topical seminars • newsletter • fraternal • research on the role of supervisory officers

IN MANITOBA

Qualifications	• 18 years of age
Appointment	• minister notified • bonded by the Public School Finance Board
Conditions of Employment	• pension compulsory
Position	• secretary-treasurer
Duties	• duties required by act • other duties as assigned by board
Responsibility	• responsible to superintendent or board
Association	• seminars • liaison with trustees and department • research on energy conservation, standardized accounting and legislation

IN SASKATCHEWAN

Qualifications	• Certificate in Local Government or equivalent • written exam • 2 years' experience
Appointment	• Board of Examiners issues permit • ministerial approval required • $15,000 bond
Conditions of Employment	• written contract • minimum of 30 days' notice on termination by either party • board of reference appointed to investigate dismissals
Position	• secretary-treasurer or superintendent of administration
Duties	• administration of the business and financial affairs of the board • duties prescribed in act
Responsibility	• responsible to the director of education for duties assigned to him

IN SASKATCHEWAN
(con't)

Association	• seminars • liaison with trustees and department • reviewing implications of legislative changes

APPENDIX G - SAMPLE CONTRACT OF EMPLOYMENT

APPENDIX G - SAMPLE CONTRACT OF EMPLOYMENT

THIS AGREEMENT is made in duplicate this ___ day of _____

BETWEEN

The Board of Trustees of _____ nereinafter called the "Board" (party of the first part).

AND

_____ duly appointed as Secretary-Treasurer _____ hereinafter call the "Secretary-Treasurer" (party of the second part).

A. Both parties agree that the Secretary-Treasurer shall serve as an Executive Officer of the Board, and shall be held responsible and accountable to the Board through the Superintendent for those duties which will be approved annually in his job description.

B. This agreement shall be in full force and effect as of _____ and shall be considered a continuing contract, similar to the teachers' contract.

C. The party of the first part may terminate this agreement by written notice no less than _____ months prior to the date of termination. In addition to such notice given by tne Board, the Board will pay a sum equal to _____ salary at the end of the _____ month notice period.

Notwithstanding the above, the party of the first part may terminate this contract forthwith, without notice, if the party of the second part is found guilty of an offence proceeded upon as an indictable offence.

D. The party of the second part retains the right to terminate his contract of employment by written notice no less than _____ months prior to the date of termination.

E. The Board reserves the right to adjust the annual salary, benefits and/or other conditions of this contract with tne Secretary-Treasurer by mutual agreement during the term of tne contract. Any such adjustments in salary and/or benefits made during the life of this contract shall be in the form of an amendment, and shall become part of this contract. It is acknowledged, however, that by so doing it shall not be considered that the Board has entered into a new contract with the Scretary-Treasurer.

F. Salary and Benefits

1. In consideration of a salary, to be established annually, the Secretary-Treasurer shall perform those duties and responsiblities assigned to him by the Superintendent, including the duties and responsiblities outlined in the Secretary-Treasurer's job description as approved annually by the Board.

   This contract and the salary shall be reviewed annually with any changes in salary or benefits becoming effective _____ of each year, and with the agreements concerning salary being attached as an addendum to the contract each year.

2. The Board agrees that the Secretary-Treasurer shall be entitled to the same sick leave, health care provisions, long term disability, and other insurance and leave provisions as found in the most advantageous plans negotiated with the Board employees.

   Notwithstanding the above, the Superintendent of Schools, at his discretion, may grant extended compassionate or other personal leave to meet special circumstances.

   In addition, the Secretary-Treasurer shall have the right to participate in all other employee benefits available or which may be made available by the Board.

3. For purposes of pension, participation in tne Local Authorities Pension Plan is compulsory. In the event that the Government of Alberta makes available to local authorities "Management Pension Plan", transfer to this plan will be authorized if requested by the Secretary-Treasurer.

4. The Secretary-Treasurer shall be entitled to annual vacation calculated on the basis of _____ working days for each complete year of service with the Board, with a minimum of _____ working days and a maximum of _____ working days. The annual vacation will normally be taken within twelve (12) months of the end of the year in which it is earned. Subject to the approval of the Superintendent of Schools, vacation may be taken within tne year it is earned.

Unused vacation leave which has accumulated beyond the control of either party will be taken, with pay, at a time mutually agreed upon by both parties, or at the discretion of the Board, vacation pay may be authorized in lieu of vacation time.

5. In addition to vacation time, the Secretary-Treasurer shall be entitled to all statutory holidays and holidays declared by the Board, including those days that the office is closed under the provisions of contracts with employee groups other than teachers.

6. The Secretary-Treasurer shall provide a car to be used to carry out school district business. To compensate for the provision of said car, the Board shall cause to be paid to the Secretary-Treasurer a car allowance established annually by mutual agreement.

7. The Board, recognizing the value of the Secretary-Treasurer's participation in professional organizations, courses and meetings, encourages his attendance at such gatherings and to facilitate his involvement, will provide leave with pay and will cover expenses for fees, transportation and subsistence within the limits established by policy and the annual budget.

8. The Board agrees to pay membership fees for the Secretary-Treasurer in the School Business Officials of Alberta (both provincial and local), and the School Business Officials of America.

9. There will be no prescriptive hours of work for the Secretary-Treasurer, nor will there be any adjustment or allowance for overtime work. However, under normal conditions, regular office hours will be observed.

G. The Board agrees to direct the Superintendent to meet, at least annually to discuss with the Secretary-Treasurer, the performance of his duties as outlined in the job description.

In addition, the Board agrees to convey to the Secretary-Treasurer, either directly or through the Superintendent, any criticism or complaint pertaining to the performance of the Secretary-Treasurer's duties whenever such criticism or complaint might arise.

APPENDIX H - SAMPLE JOB DESCRIPTION

APPENDIX H - SAMPLE JOB DESCRIPTION

DUTIES AND RESPONSIBILITIES OF THE SECRETARY-TREASURER

The Secretary-Treasurer, an executive officer of the Board, is concerned chiefly with the business management aspect of the school district with specific responsiblity for budget control, pupil transportation, and maintenance. He is responsible to the Superintendent of School, and through him accountable to the Board of Trustees.

In particular, he shall:

I. EXECUTIVE SECRETARY OF THE BOARD:

1. Arrange for and attend all Board, Committee or Public Meetings concerning the School Board, prepare agenda and provide all reference material.

2. Keep minutes of all meetings.

3. Prepare notices to and from Board members and Committees.

4. Be responsible for the preparation and execution of contracts, leases or agreements and arrange for safe keeping of all official records and documents.

5. Prepare administrative and financial reports and returns, as required by the School Act, or as requested.

6. Obtain for the Board opinion or interpretation of The School Act and other legislation.

7. Arrange for election of Trustees.

8. Prepare money by-laws or other non-financial by-laws and arrange for the conduct of public referendum.

9. Administer and supervise the Board Office for purposes of efficiently performing the Board's business.

II. BUSINESS MANAGEMENT:

1. Organize and manage all business affairs of the Board in accordance with The School Act and Board policy.

2. Establish and maintain proper and adequate records and books of account, as required.

3. Prepare annual budget estimates.

4. Plan, advise and recommend to the Board on all aspects of business administration and on any matters likely to effect present or future responsiblities of the Board or of its employees.

5. Prepare specifications and call tenders for supply of goods, equipment and service in accordance with Board policy, and were required, review, summarize and report to the Board.

6. Approve all purchase requirements and initiate purchase action as necessary in accordance with budget and capital requirements.

7. Train and supervise all office staff and allocate duties for most efficient operation.

8. Prepare routine administrative reports and statistics required by the Department or other autnorities.

9. Assist in liaison between Board and administrative personnel to ensure maximum efficiency of the school system and the best educational facilities obtainable.

III. PERSONNEL MANAGEMENT:

1. Direct the procedure for the hiring of non-teaching personnel.

2. Assist in negotiation of contracts and labour relations.

3. Be responsible for proper supervision of non-teaching personnel, employment conditions, detailing of duties, etc. in accordance with Board policy, labour contracts and goverment legislation.

4. Maintain records on all personnel and provide liaison on all matters affecting their employment and welfare, in accordance with The School Act, Board policy and salary agreements.

IV. PROPERTY MANAGEMENT:

1. Provide for physical control and maintenance of property owned by the Board and services to this end.

2. Be familiar with requirements of building codes, fire regulations, or other legislation covering schools.

3. Assist in planning and development of future building requirements.

4. Provide for appraisals and inventories of property.

5. Prepare estimates of capital requirements for by-law purposes and be responsible for administrative detail pertaining to preparation of referendum and by-laws.

V. TRANSPORTATION:

1. Plan and establish bus routes as required for the needs of students in accordance with the provisions of the transportation policy.

2. Provide for sufficient funds in the budget to cover the cost of providing adequate services.

VI. PUBLIC RELATIONS:

1. Within his area of responsiblity, interpret and advise on Board policies to the public and municipal authorities.

2. Liaison with other government bodies, agencies and organizations involved in education.

EXHIBIT 1

SIZE OF JURISDICTION

(Number of Teachers)

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
less than 100	6	5	9	43	63
100 - 199	5	11	11	2	29
200 - 299	1	2	4	-	7
300 - 399	1	1	1	-	3
400 - 499	1	1	-	-	2
500 or more	4	1	-	-	5

EXHIBIT 2

LEGAL LIABILITY OF SCHOOL SECRETARY-TREASURERS

Section/Act	Offence	Penalty
Section 162 of The School Act	• contravension of provisions	• maximum fine of $500 • on default of payment, imprisonment for a term not exceeding 90 days
Section 163 of The School Act	• failure to give information, make a statement or perform any act or duty	• maximum fine of $500 • on default of payment, imprisonment for a term not exceeding 90 days
Section 166 of The School Act	• refusal to return property belonging to a board after ceasing to hold office	• maximum fine of $20 per day
Section 136 of The School Election Act	• knowingly include a person with no right to vote on list of electors • failure to prepare, enter any particulars, or revise list of electors as required by act.	• maximum fine of $50

EXHIBIT 3

FUNCTIONS

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Secretary to the Board	18	21	25	42	106
Finance	17	19	25	42	103
Purchasing	15	16	23	33	87
Personnel	16	17	25	41	99
Property	12	16	21	27	76
Transportation	10	14	18	17	59
Public Relations	12	19	23	32	86
	$n^1 = 18$	n = 21	n = 25	n = 42	n = 106

1. n is the number of survey responses

EXHIBIT 4

STAFF RESPONSIBILITY

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Assistant	9	21	20	8	58
Support Staff					
none	4	-	2	23	29
1 to 4	2	2	11	14	29
5 to 9	1	12	3	3	19
10 to 14	1	2	-	1	4
15 or more	9	3	7	4	23
	n = 17	n = 19	n = 23	n = 45	n = 104

EXHIBIT 5

AGE DISTRIBUTION

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
under 35	2	4	5	13	24
35 - 44	6	5	7	13	31
45 - 54	8	8	9	9	34
55 and over	2	4	4	10	20

EXHIBIT 6

EDUCATIONAL ATTAINMENT

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
High School					
- incomplete	3	2	3	4	12
- complete	6	11	11	16	44
Business or Secretarial College	2	2	1	6	11
Community College or Technical Institute					
- incomplete	-	-	1	3	4
- complete	1	3	3	6	13
University					
- incomplete	3	2	2	6	13
- complete	3	1	4	4	12

EXHIBIT 7

TYPES OF POST SECONDARY EDUCATION

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Business	5	3	5	8	21
Education	-	1	4	4	9
Arts and Science	2	2	1	7	12
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 8

TRAINING

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Local Government Certificate					
- incomplete	-	2	6	6	14
- complete	3	12	5	4	24
Recognized Accounting Designations					
- incomplete	4	4	4	6	18
- complete	2	2	-	4	8
Institute of Chartered Secretaries and Administrators					
- incomplete	3	-	3	-	6
- complete	2	-	1	-	3
	14	20	19	20	73
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 9

PROPOSED EDUCATIONAL PLANS

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Local Government Certificate	-	2	1	1	4
Accounting Designation	3	1	2	7	13
Institute of Chartered Secretaries and Administrators	-	1	2	-	3
Degree in Administration	2	1	2	1	6
Other plans	-	-	1	3	4
	5	5	8	12	30
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 10

RELATED EXPERIENCE

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
School Business Administrator	10	12	10	8	40
Accountant	5	6	4	12	27
Public Administrator	-	-	2	6	8
Business Administrator	1	1	3	2	7
Secretary	1	-	2	8	11
Teacher/Principal	-	1	2	4	7
No related experience	1	1	2	5	9

EXHIBIT 11

TENURE

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
less than 5 years	7	9	12	21	49
5 to 9 years	5	4	3	7	19
10 to 14 years	3	4	4	10	21
15 years or more	3	4	6	7	20

EXHIBIT 12

CAREER GOALS

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Present position	10	10	13	19	52
School Secretary-Treasurer with a larger jurisdiction	2	3	3	13	21
School Secretary-Treasurer in a jurisdiction of similar size	2	1	2	4	9
Municipal Administrator	2	6	-	1	9
Staff member with department	-	-	2	-	2
Industry	1	1	5	7	14
Retirement	1	-	-	1	2

EXHIBIT 13

INTEREST IN LOCAL POLITICS

Elected Position	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
School Trustee	5	2	1	9	17
Municipal Councillor	1	5	3	3	12
Other elected position	1	-	3	3	7
	7	7	7	15	36
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 14

SALARY

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
less than $15,000	3	1	1	31	36
$15,000 - $19,999	2	2	4	5	13
$20,000 - $24,999	4	6	11	6	27
$25,000 - $29,999	3	9	4	3	19
$30,000 - $34,999	-	2	5	-	7
$35,000 or more	6	1	-	-	7

EXHIBIT 15

BOARD PARTICIPATION IN BENEFIT PLANS

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Pension	16	21	19	13	69
Life Insurance	15	19	22	15	71
Alberta Health Care	17	15	16	19	67
Supplemental Health Care	15	15	16	12	58
No benefits	1	-	-	26	27
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 16

VACATION

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Holiday Pay Only	1	-	-	16	17
2 weeks	-	3	1	3	7
3 weeks	2	4	6	11	23
4 weeks	6	12	14	14	46
5 weeks	6	2	1	1	10
6 weeks or more	3	-	3	-	6

EXHIBIT 17

EXPENSES[1]

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
less that $500	2	5	4	17	28
$500 - $999	7	5	4	4	20
$1,000 - $1,499	1	3	5	3	12
$1,500 or more	3	2	5	4	14
	n = 18	n = 21	n = 25	n = 45	n = 109

1. Includes accommodation, meals, fees, transportation allowances, etc.

EXHIBIT 18

TRANSPORTATION ALLOWANCES

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
no travel expenses	-	-	-	7	7
mileage only	6	19	17	28	70
car allowance only	2	-	1	2	5
mileage and car allowance	10	2	7	8	27

EXHIBIT 19

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Short Term Leave					
none	-	3	4	10	17
yes	18	18	21	35	92
Long Term Leave					
none	13	19	24	45	101
yes	5	2	1	-	8

EXHIBIT 20

NOTICE ON TERMINATION

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
less than 1 month	-	-	3	3	6
1 month	6	16	10	25	57
2 months	2	-	-	2	4
3 months	1	1	4	2	8
more than 3 months	2	-	1	1	4
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 21

ADMINISTRATIVE STRUCTURE

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Unitary	16	-	14	27	57
Dual	2	17	9	12	40
Multiple	-	4	2	6	12

EXHIBIT 22

ADMINISTRATION

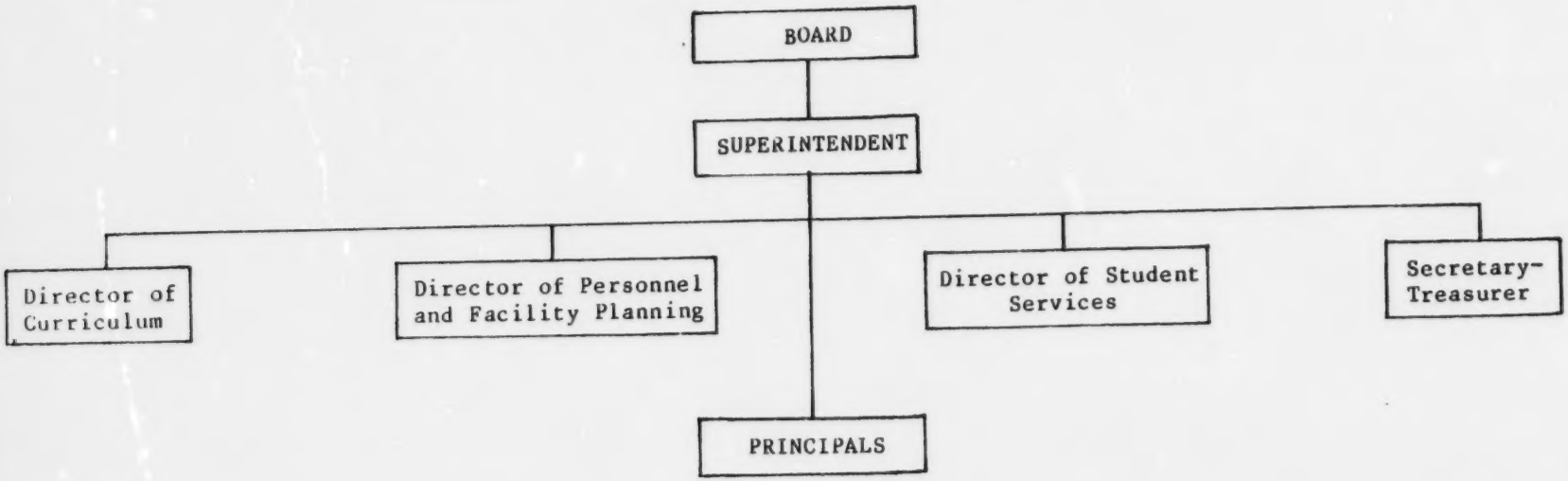

EXHIBIT 23

DUAL ADMINISTRATION

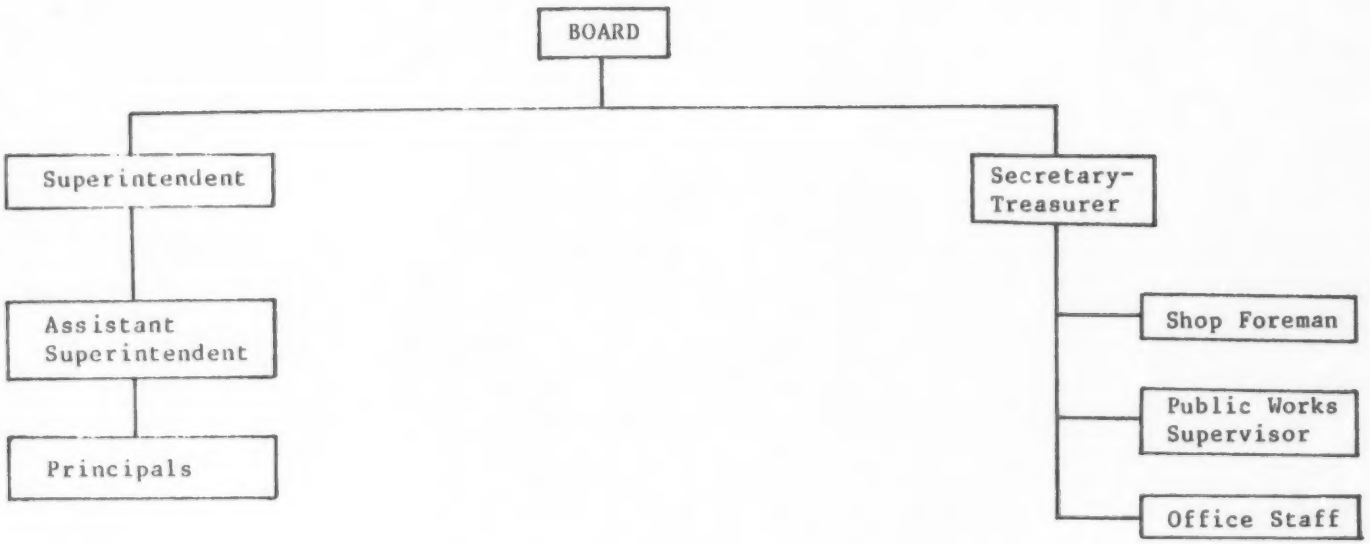

EXHIBIT 24

MEMBERSHIP IN ASSOCIATIONS

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
School Business Officials of Alberta	16	16	25	33	90
Association of School Business Officials of United States and Canada	4	4	6	1	15
Institute of Chartered Secretaries and Administrators	2	-	1	1	4
Accounting Institutes	3	-	-	2	5
Alberta Association of Rural Administrators	-	10	-	1	11
	n = 18	n = 21	n = 25	n = 45	n = 109

EXHIBIT 25

SCHOOL BUSINESS OFFICIALS OF ALBERTA

MEMBERSHIP ATTENDANCE

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
Seldom	2	-	-	14	16
Sometimes	4	9	5	10	28
Regularly	10	7	20	9	46

EXHIBIT 26

SCHOOL BUSINESS OFFICIALS OF ALBERTA

EVALUATION BY MEMBERSHIP

	City Districts	Counties	Divisions	Town/Rural Districts	All Jurisdictions
very useful	3	1	3	4	11
useful	10	12	9	12	43
moderately useful	3	2	12	14	31
useless	-	1	1	3	5

EXHIBIT 27

QUALIFICATIONS

	City Districts	Counties	Divisions	Town/Rural Districts
Formal Education	• diploma or degree in business administration	• high school • preference to college graduates in business administration	• high school • preference to college graduates in business administration	• high school
Training	• accounting designation	• Local Government Certificate or accounting designation	• Local Government Certificate an asset	-
Work Experience	• accounting • administration • data processing	• accounting • municipal administration • data processing helpful	• accounting • school business administration • data processing helpful	• accounting